

# **CALENDAR 2013**

School of Educational Sciences  
UNDERGRADUATE  
PROGRAMMES  
**Vaal Triangle Campus**

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

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

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

**WARNING AGAINST PLAGIARISM:** Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <http://www.nwu.ac.za>

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## **OFFICE BEARERS**

### **FACULTY OF HUMANITIES**

**Executive Dean: Prof AMC Theron**

### **SCHOOL OF EDUCATIONAL SCIENCES**

**Director: Prof JE Fourie**

#### **Programme Managers:**

**BEd 1<sup>st</sup> to 4<sup>th</sup> year**  
Dr M Nel

**BEd 1<sup>st</sup> to 4<sup>th</sup> year Foundation Phase**  
Dr MJ Booysen

**National Professional Diploma in Education**  
Mrs M Moller

**Honours BEd**  
Mrs M Moller

**Advanced Certificate in Education**  
Prof JE Fourie

**Postgraduate Certificate in Education**  
Mrs M Kloppers

## **FACULTY COUNCIL**

Theron AMC (Chairperson)

Coetzee van Rooy AS

Fourie JE

Kruger J-L

Malindi MJ

Möller PL

Rabali TC

Selepe TJ

Stander MW

Tempelhoff JWN

Van Eeden C

Vermeulen CW

SRC Academic



## V.1

## FACULTY RULES

### V.1.1

### AUTHORITY OF THE A-RULES

The Faculty Rules contained in this Faculty Calendar with respect to the various curricula offered by this Faculty, are subject to the Academic Rules of the University, as periodically determined by the Council of the University on recommendation of the Senate, and should therefore be read in conjunction with these Academic Rules.

The Academic Rules appear on the home page of the University at <http://www.nwu.ac.za>

### V.1.2

### EVALUATION OF ACADEMIC LITERACY LEVELS

- a) All undergraduate students who register at the University for the first time, must report, at a time and place determined by the University, for compulsory proficiency tests in academic literacy in order to evaluate their ability to function in an academic environment. The purpose of the test is to identify students who, due to insufficient academic skills, run the risk of not completing their study programme successfully within the allowed period.
- b) The test is conducted in the presentation language of the programme that the student has registered for [Afrikaans or English], and with the exception of students who are indicated as marginal cases by the test, each student will receive only one opportunity to write the test. Students considered marginal cases, will receive a second opportunity to write the test.
- c) Students, who are identified as risk cases by the test, must register for the module AGLA 111 [Afrikaans] or AGLE111 [English]. These modules will not be considered for credit purposes of curricula, but the credits awarded in these modules will count as additional credits.
- d) For admission to the exam in AGLA111 / AGLE111, a participation mark of 35% is required. Students who do not receive admission to the exam in AGLA111 / AGLE111, or who fail the exam, and who also fail two or more other modules, will have to have the continuation of their studies in the next semester re-evaluated by the Selection Committee. Lastly, AGLA111 / AGLE111 must be passed by the end of the second historic year of study in order to prevent the termination of studies.
- e) For admission to the module AGLA121 / AGLE121, which is compulsory for all students registering at the University for the first time, a student who first has to complete AGLA111 / AGLE111, must receive a mark of at least 40% in AGLA111 / AGLE111. The modules AGLA121 / AGLE121 carry a weight of 12 credits that form part of the curriculum that the student has registered for.
- f) Students who have failed the module AGLA111 / AGLE111, but who have been admitted to AGLA121 / AGLE 121 and have passed this exam, may have their results for AGLA111 / AGLE111 condoned into a passing grade by the relevant school director.
- g) Students who have already successfully completed a module or modules (course[s]) similar to AGLA111, 121 / AGLE111, 121, at another institution and can provide proof of this, can apply, in writing, to receive recognition for this from the **Director of the School for Languages**.

- h) A subminimum applies to each of the three sections of AGLA/AGLE121. Students must pass all three sections to complete the module successfully.

## **V.1.3 FACULTY-SPECIFIC RULES**

### **V.1.3.1 Admission requirements**

Requirements for admission to the University are given in Academic Rule 2.2. Specific requirements are stated in the rules of the different qualifications, programmes and curricula offered in the Faculty.

### **V.1.3.2 Admission to the examination**

- a) Admission to the examination in any module takes place by obtaining a proof of participation (Academic Rule 2.4.2).
- b) A proof of participation that grants admission to the examination will only be issued after a student has, met the satisfaction of the school director in consultation with the subject group chairperson, complied with the requirements of the specific proof of participation as set out in the **study guide** of the relevant module.
- c) Modules for which a participation mark has been built up, a participation mark of 40% for a first year module and 40% for modules at higher levels apply for admission to the examination in the relevant module.

### **V.1.3.3 Pass requirements of a module and a curriculum**

- a) The provisions of Academic Rule 2.4.3 apply.
- b) The sub minimum for all modules in which examinations are written is 40%. There is also modules from other faculties such as the School of Basic Sciences where the JURI-modules has a sub minimum of 45%.
- c) The pass requirement of a module in which examinations are taken, is a module mark of 50%.
- d) The adjustment of a module mark of a first semester module in which the student has taken an examination but has not passed takes place in terms of Academic Rule 2.4.3.
- e) Passing all the modules of which the programme is compiled individually passes the programme.
- f) Academic Rule 2.5.2 stipulate the requirements for a module/ curriculum/qualification to be passed with distinction.
- g) Students in the FET Technology programme that needed to take WISS 112 and WISS 122 as additional subjects are required to pass both these modules at the end of their first year to be able to continue with the FET Technology curriculum. If the student was not successful in passing these modules they will be allowed to continue with another Senior/FET curriculum (see requirements as stipulated in O.V.1.2.2.)

### **V.1.3.4 Progress in a curriculum based on assumed learning**

- a) A module of any subject can only be taken if the student has already complied with prescribed assumed learning as stipulated in Academic Rule 2.3.3.
- b) Academic Rule 2.3.4.1 stipulates the number of credits for which the student may register in a subsequent semester without permission of the Dean.

#### **V.1.3.5**

#### **Termination of studies**

The studies of a student may be terminated (Academic Rule 2.4.8).

- a) When the student exceeds the maximum duration of study;
- b) When a student did not pass at least half of the credits for two consecutive years as prescribed for the two years.

#### **V.1.3.6**

#### **Modules to complete a degree**

If a student needs at the most five modules to complete his/her degree, these modules can be completed through UNISA under the following conditions

- The degree should be completed within five years. If it takes longer, application for lengthening of study must be done in writing;
- At least half of the core modules must be completed at the NWU.
- The student must be registered at both institutions, the NWU and UNISA.

#### **V.1.4**

#### **WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <http://www.nwu.ac.za>

#### **V.1.5**

#### **CAPACITY STIPULATION**

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

**V.1.6****SCHOOLS IN THE FACULTY OF HUMANITIES**

The faculty of Humanities consists of four schools which some comprise a number of subject groups. At the head of each school is a director. The schools are mainly responsible for the teaching of undergraduate and postgraduate curricula. The respective schools and subject groups are as follows:

School	Subject group
School of Educational Sciences	Advanced Certificate in Education (ACE)
	National Professional Diploma in Education (NPDE) <b>No intake from 2010</b>
	Bachelor of Education
School of Basic Sciences	Cf Calendar School of Humanities
School of Behavioural Sciences	Cf Calendar School of Humanities
School of Languages	Cf Calendar School of Humanities

## QUALIFICATIONS, PROGRAMMES AND CURRICULA IN THE SCHOOL OF EDUCATIONAL SCIENCES

CERTIFICATE				
Qualification	Programme	Programme and Curriculum code	Method of delivery	HEQF level
Advanced Certificate in Education (ACE)	Geography Education	423 123: O434V	Part-time	6
	History Education	423 124: O435V	Part-time	6
	Teaching of Physical Science	423 125: O437V	Part-time	6
	Professional Educator Development: Life Orientation	423 129: O447V	Part-time	6
	Professional Educator Development: Mathematical Literacy	423 129: O444V	Part-time	6
	Programme: Mathematics Teaching	423 134: O443V	Part-time	6
<b>Not presented from 2012</b>	Programme: Student Support	423 130: O430V	Part-time	6
DIPLOMA				
National Professional Diploma in Education (NPDE)	Foundation Phase	469 100: O100V	Part-time	5
	Intermediate and Senior Phase	469 101: O101V	Part-time	5
FIRST BACHELOR DEGREES				
Bachelor of Education (BEEd)	Foundation Phase	422 100: O171V (First year students register in 2011 )	Full-time	7
	Foundation Phase	422 100: O300V (First year students register in 2012)	Full-time	7
	Intermediate and Senior Phase	422 101: O172V to O179V	Full-time	7
	Senior and Further Education and Training Phase	422 102: O180V to O198V	Full-time	7
	Senior and Further Education and Training Phase (Technology)	422 112: O199V to O201V	Full-time	7

## **OV.1 RULES FOR THE DEGREE BACHELOR OF EDUCATION**

This qualification can be obtained in one of the programmes and curriculums found in V.1.7 described in detail below. It can be taken full-time only. During their studies students may change curriculums or bring about changes in the curriculum for which they have enrolled only with the permission of the school director concerned.

### **OV.1.1 DURATION (MINIMUM AND MAXIMUM DURATION)**

The minimum duration of the studies for this degree is four years and the maximum time for completing a degree is six years.

### **OV.1.2 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

#### **OV.1.2.1 General admission requirements**

The BEd degree requires a minimum APS-score of 19 or a M-score of 13 and the Language of Tuition (LoT) must be on level 4.

##### **OV.1.2.1.1 M-score as prerequisite for admission**

(Applicants in possession of a **Senior Certificate** issued before 2009)

To be admitted to the BEd degree in the School of Educational Sciences you are required to have passed grade 12 (NQF level 4) with matriculation exemption (endorsement) and conform to a M-score of 13.

#### **OV.1.2.2 Specific admission requirements**

A student wishing to follow:

- Mathematics for Education, is required to have passed Mathematics with at least 60%, in the matriculation examination.
- Mathematical Literacy, is required to have passed Mathematics with at least 45%, or Mathematical Literacy with 70% in the matriculation examination.
- Learning Area Mathematics, is required to have passed Mathematics with at least 45% in the matriculation examination or Mathematical Literacy in the matriculation examination with at least 60%
- The FET technology programme is required to have passed Mathematics in the Matriculation examination with at least 50%. However, these admission requirements are under the discretion of the senate.
- English and/or Afrikaans, is required to have passed the language subject on Home Language level with at least 50% or in First Additional Language level with at least 60%, in the matriculation examination.
- Physical Sciences (NS) or Life Sciences (Biol), is required to have passed that subject with at least 50% in the matriculation examination.
- Accounting, is required to have passed Accounting with at least 50% in the matriculation examination..

#### **OV.1.2.3 Required credits for promotion to final year of study**

Students will not be promoted to the final year of study if any credits required for the first three levels are outstanding.

### OV.1.3 LIST OF MODULES

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
ACCD321	Accounting Methodology: FET Phase	8	
ACCD411	Accounting Methodology: FET Phase	16	
ACCE111	Accounting for Education	16	
ACCE121	Accounting for Education	16	
ACCE211	Accounting for Education	16	
ACCE221	Accounting for Education	16	
ACCE311	Accounting for Education	16	
ACCE321	Accounting for Education	16	
ADSD211	Additional Subject Methodology	8	
ADSD421	Additional Subject Methodology	16	
AFRD212	Afrikaansmetodiek: Snr Phase	8	
AFRD322	Afrikaansmetodiek: Int Phase	8	
AFRD416	Afrikaansmetodiek: Int Phase	16	
AFRD417	Afrikaansmetodiek: Snr Phase / FET	16	
AFRD426	Afrikaansmetodiek: Int Phase	16	
AFRD427	Afrikaansmetodiek: Snr Phase / FET	16	
AFRE111	Onderwysafrikaans	16	
AFRE121	Onderwysafrikaans	16	
AFRE211	Onderwysafrikaans	16	
AFRE221	Onderwysafrikaans	16	
AFRE311	Onderwysafrikaans	16	
AFRE321	Onderwysafrikaans	16	
AFTB421	Afrikaans language proficiency	1	
AGLA111	Inleiding tot Akademiese Geletterdheid	12	
AGLA121	Akademiese Geletterdheid	12	
AGLE111	Introduction to Academic Literacy	12	
AGLE121	Academic Literacy	12	
ARTD321	Art Methodology: FET Phase	8	
ARTD411	Art Methodology: FET Phase	16	
ARTE111	Education art	16	
ARTE121	Education art	16	
ARTE211	Education art	16	
ARTE221	Education art	16	
ARTE311	Education art	16	
ARTE321	Education art	16	
BSTD321	Business Studies Methodology: FET Phase	8	
BSTD411	Business Studies Methodology: FET Phase	16	
BSTE111	Business Studies for Education	16	
BSTE121	Business Studies for Education	16	
BSTE211	Business Studies for Education	16	
BSTE221	Business Studies for Education	16	
BSTE311	Business Studies for Education	16	

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
BSTE321	Business Studies for Education	16	
CATD321	Computer Applications Technology Methodology: FET Phase	8	CATE111, CATE121
CATD411	Computer Applications Technology Methodology: FET Phase	16	CATE211, CATE221
CATE111	Computer Applications Technology for Education	16	
CATE121	Computer Applications Technology for Education	16	
CATE211	Computer Applications Technology for Education	16	CATE121 (40%)
CATE221	Computer Applications Technology for Education	16	
CATE311	Computer Applications Technology for Education	16	
CATE321	Computer Applications Technology for Education	16	
CMPF111	Computer Literacy	8	
CTED211	Civil Technology methodology	8	
CTED321	Civil Technology methodology	8	
CTED421	Civil Technology methodology	8	
CTEE211	Civil Technology for education	16	
CTEE221	Civil Technology for education	16	CTEE211 (40%)
CTEE311	Civil Technology for education	16	CTEE221 (40%)
CTEE321	Civil Technology for education	16	CTEE311 (40%)
CTEE411	Civil Technology for education	16	CTEE321 (40%)
CTEE421	Civil Technology for education	16	CTEE411 (40%)
ECOD321	Economics Methodology: FET Phase	8	
ECOD411	Economics Methodology: FET Phase	16	
ECOE111	Educational Economics	16	
ECOE121	Educational Economics	16	
ECOE211	Educational Economics	16	
ECOE221	Educational Economics	16	
ECOE311	Educational Economics	16	
ECOE321	Educational Economics	16	
EDCC112	Professional Studies	8	
EDCC113	Basic Introduction to Education	8	
EDCC123	Curriculum Development	8	
EDCC124	Work integrated learning	1	
EDCC212	Professional Studies	8	
EDCC213	Educational Psychology	8	
EDCC222	Educational Psychology	8	
EDCC223	Work integrated learning	1	
EDCC312	Professional Studies	8	
EDCC313	Inclusive Education	8	
EDCC321	Education Management	8	
EDCC322	Work integrated learning	1	
EDCC411	Education Law	8	
EDCC412	Professional Studies	8	



<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
EDCC421	Educational Systems	8	
EDCC422	Work integrated learning	1	
EDTM321	Environmental education	8	
EGDD211	Engineering Graphics and Design Methodology: Snr Phase	8	
EGDD321	Engineering Graphics and Design Methodology: FET Phase	8	
EGDD411	Engineering Graphics and Design Methodology: FET Phase	16	
EGDD421	Engineering Graphics and Design Methodology: Snr Phase	16	
EGDE111	Engineering Graphics and Design (Engineering)	8	
EGDE112	Engineering Graphics and Design (Vehicle)	8	
EGDE121	Engineering Graphics and Design (Electrical)	8	
EGDE122	Engineering Graphics and Design (Civil)	8	
EGDE211	Engineering Graphics and Design	16	
EGDE221	Engineering Graphics and Design	16	
EGDE311	Engineering Graphics and Design	16	
EGDE321	Engineering Graphics and Design	16	
ENGD212	English Methodology: Int and Snr Phase	8	
ENGD322	English Methodology: Snr and FET Phase	8	
ENGD416	English Methodology: Int and Senior Phase	16	
ENGD417	English Methodology: Snr and FET Phase	16	
ENGD426	English Methodology: Int and Snr Phase	16	
ENGD427	English Methodology: Snr and FET Phase	16	
ENGE111	English for Education	16	
ENGE122	English for Education	16	
ENGE212	English for Education	16	
ENGE221	English for Education	16	
ENGE311	English for Education	16	
ENGE321	English for Education	16	
ENG1121	English Medium of Instruction	8	
ENG1211	English Medium of Instruction	8	
ENTB421	English Language Proficiency	1	
ETED211	Electronically technology methodology	8	
ETED321	Electronically technology methodology	8	
ETED421	Electronically technology methodology	8	
ETEE212	Electronically technology for Education	16	
ETEE221	Electronically technology for Education	16	
ETEE311	Electronically technology for Education	16	
ETEE321	Electronically technology for Education	16	
ETEE411	Electronically technology for Education	16	
ETEE422	Electronically technology for Education	16	
GEOD321	Geography Methodology: FET Phase	8	

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
GEOD411	Geography FET Phase	16	
GEOE111	Geography for Education	16	
GEOE121	Geography for Education	16	
GEOE211	Geography for Education	16	
GEOE221	Geography for Education	16	
GEOE311	Geography for Education	16	
GEOE321	Geography for Education	16	
HISD321	History Methodology: FET	8	
HISD411	History Methodology: FET	16	
HISE111	History for Education	16	
HISE121	History for Education	16	
HISE211	History for Education	16	
HISE221	History for Education	16	
HISE311	History for Education	16	
HISE321	History for Education	16	
INTD321	Information Technology Methodology: FET Phase	8	
INTD411	Information Technology Methodology: FET Phase	16	
INTE111	Information Technology for Education	16	
INTE121	Information Technology for Education	16	
INTE211	Information Technology for Education	16	
INTE221	Information Technology for Education	16	
INTE311	Information Technology for Education	16	
INTE321	Information Technology for Education	16	
ITEE211	Engineering technology for education	8	
ITEE221	Engineering technology for education	8	ITEE221
ITEE311	Engineering technology for education	8	ITEE221
ITEE322	Engineering technology for education	8	ITEE311 (40%)
ITEE412	Engineering technology for education	8	ITEE322 (40%)
ITEE422	Engineering technology for education	8	ITEE412 (40%)
LAAC121	Introduction to Learning Area Arts and Culture	8	
LAAD211	Learning Area Arts and Culture Methodology: Snr Phase	8	
LAAD321	Learning Area Arts and Culture Methodology: Int Phase	8	
LAAD411	Learning Area Arts and Culture Methodology: Int Phase	16	
LAAD421	Learning Area Arts and Culture Methodology: Snr Phase	16	
LAAE111	Learning Area Arts and Culture	16	
LAAE121	Learning Area Arts and Culture	16	
LAAE211	Learning Area Arts and Culture	16	
LAAE221	Learning Area Arts and Culture	16	
LABD211	Learning Area Economic Management Science Methodology: Snr Phase	8	

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
LABD321	Learning Area Economic Management Science Methodology: Int Phase	8	
LABD411	Learning Area Economic Management Science Methodology: Int Phase	16	
LABD421	Learning Area Economic Management Science Methodology: Snr Phase	16	
LAND211	Learning Area Natural Science Methodology: Snr Phase	8	
LAND321	Learning Area Natural Science Methodology: Int Phase	8	
LAND411	Learning Area Natural Science Methodology: Int Phase	16	
LAND421	Learning Area Natural Science Methodology: Snr Phase	16	
LANE211	Learning Area Natural Sciences	16	
LANE221	Learning Area Natural Sciences	16	
LANE311	Learning Area Natural Sciences	16	
LANE321	Learning Area Natural Sciences	16	
LASD211	Learning Area Social Science Methodology: Snr Phase	8	
LASD321	Learning Area Social Science Methodology: Int Phase	8	
LASD411	Learning Area Social Science Methodology: Int Phase	16	
LASD421	Learning Area Social Science Methodology: Snr Phase	16	
LESE111	Learner Support (Additional subject)	16	
LESE121	Learner Support (Additional subject)	16	
LESE211	Learner Support (Additional subject)	16	
LESE221	Learner Support (Additional subject)	16	
LESE311	Learner Support (Additional subject)	16	
LESE321	Learner Support (Additional subject)	16	
LEWV112	Life Skills	8	
LEWV211	Life Skills	8	
LIFD321	Life Sciences Methodology: FET Phase	8	
LIFD411	Life Sciences Methodology: FET Phase	16	
LIFE111	Life Sciences for Education	16	
LIFE121	Life Sciences for Education	16	
LIFE211	Life Sciences for Education	16	
LIFE221	Life Sciences for Education	16	
LIFE311	Life Sciences for Education	16	
LIFE321	Life Sciences for Education	16	
LIFF121	Life Skills Fundamental	8	
LITA122	Literacy: 1 <sup>st</sup> Additional Language – Afrikaans	8	
LITA123	Literacy: 1 <sup>st</sup> Additional Language – English	8	

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
LITA222	Literacy: 1 <sup>st</sup> Additional Language - Afrikaans	8	
LITA223	Literacy: 1 <sup>st</sup> Additional Language – English	8	
LITA312	Literacy: 1 <sup>st</sup> Additional Language – Afrikaans	8	
LITA313	Literacy: 1 <sup>st</sup> Additional Language – English	8	
LITG311	Literacy: Visual Arts	8	
LITG322	Literacy: Academic Afrikaans Home Language	16	
LITG323	Literacy: Academic English Home Language	16	
LITG413	Academic EnglishFoundation Phase	16	
LITH112	Literacy Home Language Afrikaans	8	
LITH113	Literacy Home Language English	8	
LITH222	Literacy Home Language Afrikaans	8	
LITH223	Literacy: Home Language English	8	
LITH312	Literacy: Home Language Afrikaans	8	
LITH313	Literacy: Home Language English	8	
LITH422	Literacy: Home Language Afrikaans	8	
LITH423	Literacy: Home Language English	8	
LLOD211	Learning Area Life Orientation Methodology: GET Phase	8	
LLOD321	Learning Area Life Orientation Methodology: GET Phase	8	
LLOD411	Learning Area Life Orientation Methodology: GET Phase	16	
LLOD421	Learning Area Life Orientation Methodology	16	
LORD321	Life Orientation Methodology: FET Phase	8	
LORD411	Life Orientation Methodology: FET Phase	16	
LORE111	Life Orientation for Education	16	
LORE121	Life Orientation for Education	16	
LORE211	Life Orientation for Education	16	
LORE221	Life Orientation for Education	16	LORE111,121
LORE311	Life Orientation for Education	16	
LORE321	Life Orientation for Education	16	LORE111,121, 211,221
LSFP112	Learner Support Foundation Phase	8	
LSFP122	Learner Support Foundation Phase	8	
LSFP211	Learner Support Foundation Phase	8	
LSFP212	Learner Support Foundation Phase	8	
LSFP221	Learner Support Foundation Phase	8	
LSFP222	Learner Support Foundation Phase	16	
LSFP311	Learner Support Foundation Phase	16	
LSFP312	Learner Support Foundation Phase	8	
LSFP321	Learner Support Foundation Phase	12	
LSKA311	Life Skills Art	8	
LSKE321	Life Skills Environmental Studies	8	
LSKH221	Life Skills Health Education	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
LSKM121	Life Skills Music	8	
LSKM211	Life Skills Music	8	
LSKN211	Life Skills Nutrition	8	
LSKP311	Life Skills Physical Education	8	
LSKR111	Life Skills Culture and Religion	8	
MALA211	Learning Area Mathematics	16	
MALA221	Learning Area Mathematics	16	
MALA311	Learning Area Mathematics	16	
MALA321	Learning Area Mathematics	16	
MATD211	Mathematics Methodology: Snr Phase	8	
MATD312	Mathematics Methodology: Intermediate Phase	8	
MATD321	Mathematics Methodology: FET	8	
MATD411	Mathematics Methodology: FET Phase	16	
MATD413	Mathematics Methodology: Intermediate Phase	16	
MATD421	Mathematics Methodology: Snr Phase	16	
MATE111	Mathematics for Education: Functions	16	
MATE121	Mathematics for Education: Elementary Statistics	16	
MATE211	Mathematics for Education: Spherical and Euclidean Geometry	16	
MATE221	Mathematics for Education: Introductory Algebra	16	
MATE311	Mathematics for Education: Calculus	16	MATE111, 221
MATE321	Mathematics for Education: Linear Algebra	16	MATE221
MATF221	Mathematics in Practice: Numbers, calculations and data handling	8	
MATF311	Mathematics in Practice: Geometry in action	8	
MATL112	Mathematical Literacy : Numbers in context	16	
MATL121	Mathematical Literacy : Exploring geometry	16	
MATL212	Mathematical Literacy : Exploring numbers and relationships	16	
MATL221	Mathematical Literacy : Statistics in context	16	
MATL311	Mathematical Literacy : Functions in context	16	
MATL321	Mathematical Literacy : Geometry in context	16	
MBLO421	Managing Barriers to Learning	8	
MFPD211	Mathematics for the Foundation Phase Methodology	8	
MFPD221	Mathematics for the Foundation Phase	8	
MFPD411	Mathematics for the Foundation Phase Methodology	8	
MFPD421	Mathematics for the Foundation Phase Methodology	12	
MFPF111	Mathematics for the Foundation Phase	8	
MFPF121	Mathematics for the Foundation Phase	8	
MFPF311	Mathematics for the Foundation Phase	8	
MFPF321	Mathematics for the Foundation Phase	16	
MTED211	Mechanical Technology Methodology	8	
MTED311	Mechanical Technology Methodology	8	

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
MTED422	Mechanical Technology Methodology	8	
NFPD311	Numeracy Methodology	8	
NFPD421	Numeracy Methodology	16	
PACO411	Introduction to Visual Arts and Culture	8	
PHSD321	Physical Sciences Methodology: FET Phase	8	LAND211, PHSE111, 121
PHSD411	Physical Sciences Methodology: FET Phase	16	PHSE321
PHSE111	Physical Sciences for Education	16	
PHSE121	Physical Sciences for Education	16	
PHSE211	Physical Sciences for Education	16	PHSE121
PHSE221	Physical Sciences for Education	16	PHSE111
PHSE311	Physical Sciences for Education	16	PHSE111
PHSE321	Physical Sciences for Education	16	PHSE111
PPSE211	Pre-Primary School Education: Literacy	8	
PPSE221	Pre-Primary School Education: Mathematics and Science	8	
PPSE411	Pre-Primary School Education: Grade R	8	
PPSE421	Pre-Primary School Education: Organisation and Administration	8	
PPSE 422	Pre-Primary School Education: Organisation and Administration	8	
RESF411	Research In Education	8	
RESF421	Research Project	8	
RSTO421	Religious studies	8	
SESE121	Introduction to Learning Area Economic Sciences	8	
SLOE111	Intro to Learning Area Life Orientation	8	
SNSE111	Introduction to Learning Area Natural Sciences	8	
SOCF 121	Sesotho communication for mother tongue speakers	8	
SOCF 122	Sesotho communication for second language speakers	8	
SOTB421	Sesotho Language Proficiency	1	
SPSO411	Sport Studies	8	
SSSE111	Introduction to Learning Area Social Sciences	8	
STEE121	Introduction to Learning Area Technology	8	
TECD211	Learning Area Technology Methodology	8	
TECD321	Learning Area Technology Methodology	8	TECD211
TECD411	Learning Area Technology Methodology	16	TECD321
TECD421	Learning Area Technology Methodology	16	TECD411
TECE211	Learning Area Technology: For Educators	16	
TECE221	Learning Area Technology: Communication and Structures	16	
TECE311	Learning Area Technology: Processing	16	
TECE321	Learning Area Technology: Systems and Control	16	

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CR</b>	<b>ASSUMED LEARNING</b>
TEWE111	Welding technology	8	
TTED111	Technical technology methodology	8	
TFPF321	Technology Literacy for Foundation Phase	8	
VTEE212	Vehicle Technology for education	8	
VTEE222	Vehicle Technology for education	8	
VTEE312	Vehicle Technology for education	8	
VTEE322	Vehicle Technology for education	8	
VTEE412	Vehicle Technology for education	8	
VTEE422	Vehicle Technology for education	8	
WSKT121	Technical Mathematics	8	
WSKT212	Technical Mathematics	8	WSKT121 (40%)
WSKT222	Technical Mathematics	8	WSKT212 (40%)
WVOS221	Understanding the World	12	
WVOS 311	Introduction to Philosophy of Science	12	

**\* The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412**

## **OV.1.4 CURRICULUM OUTCOMES**

### **OV.1.4.1 General exit level outcomes**

On completing this degree you will possess knowledge, skills and attitudes regarding:

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

### **OV.1.4.2 Articulation possibilities and exit level marks**

The BEd grants admission to Hons BEd It also gives admission to the honours degree in school subject programmes included in the specific curriculum after certain additional studies and instructions have been completed.

## **OV.1.5      PROGRAMME: BED FOUNDATION PHASE 422 100: (full-time)**

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

### **OV.1.5.1      Programme outcomes**

The learners of the Foundation Phase are expected to:

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

### **OV.1.5.2      Presentation of the curriculums**

Curriculums following below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

### **OV.1.5.3      Curriculum structure**

The curriculums are structured from the modules in OV.1.5.4. These modules are spread over four years.



(First years register in 2012)

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	ENGF 211	8	WVOS 311	12	RESF411	8
						SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8					EDCC412	8
LSFP112	8	LSFP212	8	LSFP312	8		
<b>Elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>	
LITH112(A) OR LITH113(E)	16	LSKM211	8	LSKP311	8	MFPD411	8
MFPF111	8	MFPD211	8	LSKA311	8	PPSE411	8
		PPSE211	8	LITH 312(A) OR LITH313 (E)	8	LITG413(E)	16
				LITA312(A) OR LITA313 (E)	8		
		LITG211	8	LSKN312	8		
				MFPF311	8		
<b>Total 1<sup>st</sup> semester</b>	56	<b>Total 1<sup>st</sup> semester</b>	56	<b>Total 1<sup>st</sup> semester</b>	76	<b>Total 1<sup>st</sup> semester</b>	64

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O300V: FOUNDATION PHASE (CONTINUED)

(First years register in 2012)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
LIFF121	8	WVOS221	12			RESF421	8
ENGF121	8					RSTO421	8
AGLA121 OR AGLE121	12						
SOCF121 OR SOCF122	8					Choose Two: AFTB421 ENTB421 SOTB421	2
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
EDCC123	8			EDCC321	8	EDCC421	8
LSFP122	8	LSFP222	16	LSFP321	12		
<b>Continuation of elective (Compulsory) modules</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>	
LSKM121	8	LSKH221	8	LSKE321	12	LITH422(A) OR LITH423(E)	8
LITA122(A) OR LITA123(E)	8	LITH222 (A) OR LITH223 (E)	8	LITG322(A) OR LITG323(E)	16	MFPD421	12
MFPF121	8	LITA222 (A) OR LITA223(E)	8	MFPF321	16	PPSE422	12
		PPSE221	8				
		MFPD221	8				
<b>Total 2<sup>nd</sup> semester</b>	<b>77</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>69</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>65</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total level 1</b>	<b>133</b>	<b>Total level 2</b>	<b>125</b>	<b>Total level 3</b>	<b>141</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>						<b>522</b>	

\*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

(Registered in 2011 for first year)

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMFF111	8	ENGF 211	8	WVOS 311	12	RESF411	8
						SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
LSFP111	8	LSFP211	8	LSFP311	8		
<b>Elective modules</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>	
				LSKP311	8	PPSE411	8
LSKR111	8	LSKM211	8	LSKA311	8	LITG413(E)	16
LITH112(A) OR LITH113(E)	8	NFPD211	8	LITH312(A) OR LITH313(E)	8	NFPF411	8
NFPF111	8	PPSE211	8	LITA312(A) OR LITA313(E)	8		
		LITG211	8	LSKN312	8		
				NFPD311	8		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>84</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O171V: FOUNDATION PHASE (CONTINUED)

(Registered in 2011 for first year)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
LIF121	8	WVOS221	12			RESF421	8
SOCF121 OR SOCF 122	8					RSTO421	8
ENG121	8						
AGLA 121 OR AGLE121	12						
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
LSFP121	8	LSFP221	8				
<b>Continuation of elective modules</b>		<b>Continuation of elective modules</b>		<b>Continuation of elective modules</b>		<b>Continuation of elective modules</b>	
LSKM121	8	LSKH221	8	LSKE321	12	LITH422(A) OR LITH423(E)	8
LITA122(A) OR LITA123(E)	8	LITH222(A) OR LITH223(E)	8	LITG322(A) OR LITG323(E)	16	PPSE422	8
NFPD121	8	LITA222(A) OR LITA223(E)	8	NFPF321	16	NFPD421	16
		PPSE221	8				
		NFPF221	8				
						<u>Choose Two:</u> AFTB421 ENTB421 SOTB421	2
<b>Total 2<sup>nd</sup> semester</b>	<b>77</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>69</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>49</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>59</b>
<b>Total level 1</b>	<b>133</b>	<b>Total level 2</b>	<b>133</b>	<b>Total level 3</b>	<b>133</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>522</b>

\*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

## **OV.1.6      PROGRAMME: BED INTERMEDIATE AND SENIOR PHASE 422 101: (full-time)**

This qualification is directed at the education of educators teaching from Grade 4 up to and including Grade 9.

### **OV.1.6.1      Programme outcomes**

The learners of the Intermediate and Senior phase are expected to:

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

### **OV.1.6.2      Presentation of the curriculums**

Curriculums following below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

### **OV.1.6.3      Curriculum structure**

The curriculums are structured from the modules in OV.1.6.4 to OV.1.6.10. These modules are **spread over four years**.

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	LANE211	16	MATF311	8	RESF411	8
SLOE111	8	LAND211	8	LANE311	16	LAND411	16
SSSE111	8	ENG211	8	WVOS311	12	SPSO411 OR PACO411	8
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following electives		Continuation of elective and methodology		Continuation of elective		Elective Methodology	
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENG212	16 8	ENGE311	16	ENG416	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O172V: LEARNING AREA NATURAL SCIENCES (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA 121 OR AGLE 121	12	LANE221	16	LANE321 LAND321	16 8	MBLO421	8
SOCF121 OR SOCF122	8	WVOS221	12			LAND421	16
ENGF121	8					Choose Two: AFTB421 ENTB421 SOTB421	2
STEE121	8						
SESE121	8						
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective modules		Continuation of elective modules		Continuation of elective modules and methodology		Elective methodology	
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 <sup>nd</sup> semester	77	Total 2 <sup>nd</sup> semester	61	Total 2 <sup>nd</sup> semester	65	Total 2 <sup>nd</sup> semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

\*The balance of the credits is included in : EDCC112, EDCC212, EDCC312, EDCC412

\*\*Although this module code is a first semester code it is presented in the second semester

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	TECE211	16	MATF311	8	RESF411	8
SNSE111	8	TECD211	8	TECE311	16	SPSO411 OR PACO411	8
SSSE111	8	ENGF211	8	WVOS311	12	TECD411	16
<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>One of the following electives</b>		<b>Continuation of elective</b>		<b>Continuation of elective</b>		<b>Elective Methodology</b>	
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**



## CURRICULUM O173V: LEARNING AREA TECHNOLOGY (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA 121 OR AGLE121	12	WVOS221	12	TECE321 TECD321	16 8	MBLO421	8
SOCF121 OR SOCF122	8	TECE221	16			TECD421	16
SESE121	8					Choose Two: AFTB421 ENTB421 SOTB421	2
LAAC121	8						
ENGF121	8						
<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
<b>Continuation of Elective</b>		<b>Continuation of Elective</b>		<b>Continuation of Elective and Methodology</b>		<b>Elective Methodology</b>	
AFRE121	16	AFRE221	16	AFRD321 AFRD322	16 8	AFRD426	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
GEOE121	16	GEOE221	16	GEOE321 LASD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>77</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>61</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>65</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>59</b>
<b>Total level 1</b>	<b>133</b>	<b>Total level 2</b>	<b>133</b>	<b>Total level 3</b>	<b>133</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>522</b>

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

\*\*Although this module code is a first semester code it is presented in the second semester

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
SLOE111	8	AFRE111	16	AFRE211 OR	16	SPSO411 OR	8
SSSE111	8	AFRD212 OR ENGE111 ENGD212	8	ENGE212		PACO411	
				WVOS311	12	AFRD416 OR ENGD416	16
Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following electives		Continuation of elective and methodology		Continuation of elective		Elective Methodology	
AFRE111 (not for Learning Area Afrikaans)	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
ENGE111 (not for Learning Area English)	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O174V: LEARNING AREA LANGUAGES (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE 121	12	AFRE121 or ENGE122	16	AFRE221 AFRD322 OR ENGE221 ENGD322	16 8  16 8	MBLO421	8
SOCF121 OR SOCF122	8	WVOS221	12			AFRD426 OR ENGD426	16
ENGF121	8					<u>Choose Two:</u>	
LAAC121	8					AFTB421	
SESE121	8					ENTB421	2
						SOTB421	
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective modules		Continuation of elective modules		Continuation of elective modules and methodology		Elective methodology	
AFRE121 (not for Learning Area Afrikaans)	16	AFRE221	16	AFRE321	16	AFRD426	16
ENGE122 (not for Learning Area English)	16	ENGE221	16	ENGE321	16	ENGD426	16
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>77</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>61</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>65</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>59</b>
<b>Total level 1</b>	<b>133</b>	<b>Total level 2</b>	<b>133</b>	<b>Total level 3</b>	<b>133</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>522</b>

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

\*\*Although this module code is a first semester code it is presented in the second semester

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	GEOE111	16	MATF311	8	RESF411	8
SLOE111	8	LASD211	8	GEOE211	16	LASD411	16
SNSE111	8	ENG211	8	WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>One of the following electives</b>		<b>Continuation of elective and methodology</b>		<b>Continuation of elective</b>		<b>Elective Methodology</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	LABD411	16
ENGE111	16	ENGE212 ENG212	16 8	ENGE311	16	ENG212	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE 111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O175V: LEARNING AREA SOCIAL SCIENCES (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	HISE121	16	HISE221 LASD321	16 8	LASD421	16
SOCF121 OR SOCF122	8	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two: AFTB421 ENTB421 SOTB421	2
LAAC121	8						
SESE121	8						
Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective module		Continuation of elective module		Continuation of elective module and methodology		Elective methodology	
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 LABD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LLOD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

\*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

\*\*Although this module code is a first semester code it is presented in the second semester

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	LORE111	16	MATF311	8	RESF411	8
SSSE111	8	LLOD211	8	LORE211	16	LLOD411	16
SNSE111	8	ENGF211	8	WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Continuation of elective module</b>		<b>Continuation of elective module and methodology</b>		<b>Continuation of elective module</b>		<b>Elective methodology</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	LABD411	16
ENGE111	16	ENGE212 ENG212	16 8	ENGE311	16	ENG416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O177V: LEARNING AREA LIFE ORIENTATION (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		
LIFF121		8	MATE221		8	EDTM321		8	RESF421		8
AGLA121	OR	12	LORE121		16	LORE221		16	MBLO421		8
AGLE121											
SOCF121	OR	8	WVOS221		12	LLOD321		8	LLOD421		16
SOCF122											
ENGF121		8							Choose Two:		2
LAAC121		8							AFTB421		
STEE121		8							ENTB421		
									SOTB421		
Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Continuation of elective module			Continuation of elective module			Continuation of elective module and methodology			Elective methodology		
ACCE121		16	ACCE221		16	ACCE321		16	LABD421		16
						LABD321		8			
AFRE121		16	AFRE221		16	AFRE321		16	AFRD426		16
						AFRD322		8			
BSTE121		16	BSTE221		16	BSTE321		16	LABD421		16
						LABD321		8			
CATE121		16	CATE221		16	CATE321		16	TECD421		16
						TECD321		8			
ECOE121		16	ECOE221		16	ECOE321		16	LABD421		16
						LABD321		8			
ENGE122		16	ENGE221		16	ENGE321		16	ENGD426		16
						ENGD322		8			
GEOE121		16	GEOE221		16	GEOE321		16	LASD421		16
						LASD321		8			
HISE121		16	HISE221		16	HISE321		16	LASD421		16
						LASD321		8			
INTE121		16	INTE221		16	INTE321		16	TECD421		16
						TECD321		8			
LIFE121		16	LIFE221		16	LIFE321		16	LAND421		16
						LAND321		8			
MATE121		16	MATE221		16	MATE321		16	MATD421		16
						**MATD312		8			
PHSE121		16	PHSE221		16	PHSE321		16	LAND421		16
						LAND321		8			
LESE121		16	LESE221		16	LESE321		16			
Total 2nd semester		77	Total 2nd semester		61	Total 2nd semester		65	Total 2nd semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

\*\*Although this module code is a first semester code it is presented in the second semester

## OV.1.6.9

## CURRICULUM O178V: LEARNING AREA ARTS AND CULTURE

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	LA AE111	16	MATF311	8	RESF411	8
SLOE111	8	LAAD211	8	LA AE211	16	LAAD411	16
SSSE111	8	ENGF211	8	WVOS311	12	SPSO411 or PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>One of the following electives</b>		<b>Continuation of elective module and methodology</b>		<b>Continuation of elective module</b>		<b>Elective methodology</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENG D212	16 8	ENGE311	16	ENG D416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**



## CURRICULUM O178V: LEARNING AREA ARTS AND CULTURE (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121		12	LAAE121		16	LAAE221 LAAD321		16 8	LAAD421		16
SOCF121 OR SOCF122		8	WVOS221		12				MBLO421		8
ENGF121		8							Choose Two: AFTB421 ENTB421 SOTB421		2
STEE121		8									
SESE121		8									
Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Continuation of elective module			Continuation of elective module			Continuation of elective module and methodology			Elective methodology		
ACCE121		16	ACCE221		16	ACCE321 LABD321		16 8	LABD421		16
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8	AFRD426		16
BSTE121		16	BSTE221		16	BSTE321 LABD321		16 8	LABD421		16
CATE121		16	CATE221		16	CATE321 TECD321		16 8	TECD421		16
ENGE122		16	ENGE221		16	ENGE321 ENGD322		16 8	ENGD426		16
GEOE121		16	GEOE221		16	GEOE321 LASD321		16 8	LASD421		16
HISE121		16	HISE221		16	HISE321 LASD321		16 8	LASD421		16
INTE121		16	INTE221		16	INTE321 TECD321		16 8	TECD421		16
LIFE121		16	LIFE221		16	LIFE321 LAND321		16 8	LAND421		16
LORE121		16	LORE221		16	LORE321 LLOD321		16 8	LLOD421		16
PHSE121		16	PHSE221		16	PHSE321 LAND321		16 8	LAND421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2nd Semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> Semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.6.10 CURRICULUM O179V: LEARNING AREA MATHEMATICS**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	MALA211	16	MATF 311	8	RESF411	8
SLOE111	8	MATD211	8	MALA311	16	MATD413	16
SSSE111	8	ENGF211	8	WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>One of the following electives</b>		<b>Continuation of elective module and methodology</b>		<b>Continuation of elective module</b>		<b>Elective methodology</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O179V: LEARNING AREA MATHEMATICS (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER			SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code		Cr	Code		Code		Code	
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF121		8	MATF221		EDTM321		RESF421	
AGLA121 OR AGLE121		12	MALA221		MALA321 **MATD312		MATD421	
SOCF121 OR SOCF122		8	WVOS221				MBLO421	
ENGF121		8					Choose Two: AFTB421 ENTB421 SOTB421	
STEE121		8						
SESE121		8						
Core (Compulsory) modules			Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123		8	EDCC222		EDCC321		EDCC421	
*EDCC124		1	*EDCC223		*EDCC322		*EDCC422	
Continuation of elective module			Continuation of elective module		Continuation of elective module and methodology		Elective methodology	
ACCE121		16	ACCE221		ACCE321 LABD321		LABD421	
AFRE121		16	AFRE221		AFRE321 AFRD322		AFRD426	
BSTE121		16	BSTE221		BSTE321 LABD321		LABD421	
CATE121		16	CATE221		CATE321 TECD321		TECD421	
ENGE122		16	ENGE221		ENGE321 ENGD322		ENGD426	
GEOE121		16	GEOE221		GEOE321 LASD321		LASD421	
HISE121		16	HISE221		HISE321 LASD321		LASD421	
INTE121		16	INTE221		INTE321 TECD321		TECD421	
LIFE121		16	LIFE221		LIFE321 LAND321		LAND421	
LORE121		16	LORE221		LORE321 LLOD321		LLOD421	
PHSE121		16	PHSE221		PHSE321 LAND321		LAND421	
LESE121		16	LESE221		LESE321			
Total 2nd Semester		77	Total 2 <sup>nd</sup> Semester		Total 2 <sup>nd</sup> Semester		Total 2 <sup>nd</sup> Semester	
Total level 1		133	Total level 2		Total level 3		Total level 4	
TOTAL FOR THE CURRICULUM							522	

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

\*\*Although this module code is a first semester code it is presented in the second semester

## **OV.1.7      PROGRAMME: BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 422 102 (full-time)**

### **(Method of presentation: Full-time)**

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

### **OV.1.7.1      Programme outcomes**

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

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

### **OV.1.7.2      Presentation of curriculums**

Curriculums listed below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

### **OV.1.7.3      Structure of curriculums**

Curriculums are structured from the modules in OV.1.7.4 to OV.1.7.21. These modules are spread over four years.

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
<b>Elective 2 : One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENG212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O180V: ONDERWYSAFRIKAANS (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121		12	WVOS221		12				MBLO421		8
ENGF121		8							<u>Choose Two:</u>		2
SOCF121 OR SOCF122		8							AFTB421		
									ENTB421		
									SOTB421		
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8	AFRD427		16
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 2		
BSTE121		16	BSTE221		16	BSTE321 BSTD321		16 8	LABD421		16
CATE121		16	CATE221		16	CATE321 CATD321		16 8	TECD421		16
ECOE121		16	ECOE 221		16	ECOE321 ECOD321		16 8	LABD421		16
ENGE122		16	ENGE221		16	ENGE321 ENGD322		16 8	ENGD427		16
GEOE121		16	GEOE221		16	GEOE321 GEOD321		16 8	LASD421		16
INTE121		16	INTE221		16	INTE321 INTD321		16 8	TECD421		16
MATE121		16	MATE221		16	MATE321 MATD321		16 8	MATD421		16
MATL121		16	MATL221		16	MATL321 MATD321		16 8	MATD421		16
PHSE121		16	PHSE221		16	PHSE321 PHSD321		16 8	LAND421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2 <sup>nd</sup> semester		77	Total 2nd semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
<b>Elective 2 : One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 ADSD211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O181V: EDUCATIONAL LIFE SCIENCES (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121		12	WVOS221		12				MBLO421		8
ENGF121		8							Choose Two:		2
SOCF121 OR SOCF122		8							AFTB421 ENTB421 SOTB421		
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
LIFE121		16	LIFE221		16	LIFE321 LIFD321		16 8	LAND421		16
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 2		
BSTE121		16	BSTE221		16	BSTE321 BSTD321		16 8	LABD421		16
CATE121		16	CATE221		16	CATE321 CATD321		16 8	TECD421		16
ECOE121		16	ECOE221		16	ECOE321 ECOD321		16 8	LABD421		16
ENGE122		16	ENGE221		16	ENGE321 ENGD322		16 8	ENGD427		16
GEOE121		16	GEOE221		16	GEOE321 GEOD321		16 8	LASD421		16
INTE121		16	INTE221		16	INTE321 INTD321		16 8	TECD421		16
LORE121		16	LORE221		16	LORE321 LORD321		16 8	LLOD421		16
MATE121		16	MATE221		16	MATE321 MATD321		16 8	MATD421		16
MATL121		16	MATL221		16	MATL321 MATD321		16 8	MATD421		16
PHSE121		16	PHSE221		16	PHSE321 PHSD321		16 8	ADSD421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the Credits is included in: EDCC112, EDCC212, EDCC312, EDCC412



**OV.1.7.6 CURRICULUM O182V: EDUCATIONAL INFORMATION TECHNOLOGY**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENG F211	8	MAT F311	8	RES F411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
<b>Elective 2 : One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 ADSD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O182V: EDUCATIONAL INFORMATION TECHNOLOGY (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8	
ENGF121	8					Choose Two:	2	
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421		
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421		8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective		
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16	
Continuation of elective 2		Continuation of elective		Continuation of elective		Methodology elective		
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16	
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16	
CATE121	16	CATE221	16	CATE321 CATD321	16 8	ADSD421	16	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16	
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16	
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16	
LESE121	16	LESE221	16	LESE321	16			
Total 2 <sup>nd</sup> semester	77	Total 2 <sup>nd</sup> semester	61	Total 2nd semester	65	Total 2 <sup>nd</sup> semester	59	
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123	
TOTAL FOR THE CURRICULUM							522	

\*The balance of the Credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	ENG F211	8	MAT F311	8	RES F411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
ENGE111	16	ENGE212 ENG D212	16 8	ENGE311	16	ENG D417	16
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O183V: ENGLISH FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules			Fundamental (compulsory) modules		
LIFF121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121	12		WVOS221		12				MBLO421		8
ENGF121		8							<u>Choose Two:</u>		2
SOCF121 OR SOCF122	8								AFTB421 ENTB421 SOTB421		
Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules			Core (compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology elective		
ENGE122		16	ENGE221		16	ENGE321 ENGD322		16 8	ENGD427		16
Continuation of elective 2			Continuation of elective			Continuation of elective			Methodology elective		
ACCE121		16	ACCE221		16	ACCE321 ACCD321		16 8	LABD421		16
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8	AFRD427		16
BSTE121		16	BSTE221		16	BSTE321 BSTD321		16 8	LABD421		16
CATE121		16	CATE221		16	CATE321 CATD321		16 8	TECD421		16
ECOE121		16	ECOE221		16	ECOE321 ECOD321		16 8	LABD421		16
EGDE121 EGDE122		8 8	EGDE221		16	EGDE321 EGDD321		16 8	EGDD421		16
HISE121		16	HISE221		16	HISE321 HISD321		16 8	LASD421		16
LIFE121		16	LIFE221		16	LIFE321 LIFD321		16 8	LAND421		16
MATE121		16	MATE221		16	MATE321 MATD321		16 8	MATD421		16
MATL121		16	MATL221		16	MATL321 MATD321		16 8	MATD421		16
PHSE121		16	PHSE221		16	PHSE321 PHSD321		16 8	LAND421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.8 CURRICULUM O184V: ECONOMICS FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 or PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elective 1 and methodology		Continuation of elective 1		Methodology of elective 1	
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ENGE111	16	ENGE212 ENGDD212	16 8	ENGE311	16	ENGDD417	16
EGDE111 EGDE112	8 8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O184V: ECONOMICS FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER			SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code		Cr	Code		Code		Code	
Fundamental (compulsory) modules			Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121		8	MATF221		EDTM321		RESF421	
AGLA121 OR AGLE121		12	WVOS221				MBLO421	
ENGF121		8					<b>Choose Two:</b> AFTB421 ENTB421 SOTB421	
SOCF121 OR SOCF122		8						
Core (compulsory) modules			Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123		8	EDCC222		EDCC321		EDCC421	
*EDCC124		1	*EDCC223		*EDCC322		*EDCC422	
Elective 1			Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective 1	
ECOE121		16	ECOE221		ECOE321 ECOD321		LABD421	
Continuation of elective 2			Continuation of elective 2		Continuation of elective 2 and methodology		Methodology elective 2	
ACCE121		16	ACCE221		ACCE321 ACCD321		ADSD421	
AFRE121		16	AFRE221		AFRE321 AFRD322		AFRD427	
BSTE121		16	BSTE221		BSTE321 BSTD321		ADSD421	
CATE121		16	CATE221		CATE321 CATD321		TECD421	
ENGE122		16	ENGE221		ENGE 321 ENGD322		ENGD427	
EGDE121 EGDE122		8 8	EGDE221		EGDE321 EGDD321		EGDD421	
GEOE121		16	GEOE221		GEOE321 GEOD321		LASD421	
HISE121		16	HISE221		HISE321 HISD321		LASD421	
INTE121		16	INTE221		INTE321 INTD321		TECD421	
LIFE121		16	LIFE221		LIFE321 LIFD321		LAND421	
LORE121		16	LORE221		LORE321 LORD321		LLOD421	
PHSE121		16	PHSE221		PHSE321 PHSD321		LAND421	
LESE121		16	LESE221		LESE321			
Total 2 <sup>nd</sup> Semester		77	Total 2 <sup>nd</sup> semester		Total 2 <sup>nd</sup> semester		Total 2 <sup>nd</sup> semester	
Total level 1		133	Total level 2		Total level 3		Total level 4	
TOTAL FOR THE CURRICULUM							522	

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.9 CURRICULUM O185V: HISTORY FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENG211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
<b>Elective 2 : One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENG212	16 8	ENGE311	16	ENG417	16
GEOE111	16	GEOE211 LAND211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O185V: HISTORY FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8	WVOS221	12			MBLO421	8
AGLA121 OR AGLE121	12					Choose Two: AFTB421 ENTB421 SOTB421	2
SOCF121 OR SOCF122	8						
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LAND421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 <sup>nd</sup> semester	77	Total 2 <sup>nd</sup> semester	61	Total 2 <sup>nd</sup> semester	65	Total 2 <sup>nd</sup> semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

\*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412



**OV.1.7.10 CURRICULUM O186V: GEOGRAPHY FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENG211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
<b>Elective 2 : One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211 ADSD211	16 8	HISE311	16	HISD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM 0186V: GEOGRAPHY FOR EDUCATION (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER			SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code		Cr	Code		Code		Code	
Fundamental (compulsory) modules			Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121		8	MATF221		EDTM321		RESF421	
AGLA121 OR ALGE121		12	WVOS221				MBLO421	
SOCF121 OR SOCF122		8					Choose Two:	
ENGF121		8					AFTB421	
							ENTB421	
							SOTB521	
Core (compulsory) modules			Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123		8	EDCC222		EDCC321		EDCC421	
*EDCC124		1	*EDCC223		*EDCC322		*EDCC422	
Elective 1			Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective	
GEOE121		16	GEOE221		GEOE321 GEOD321		LASD421 OR LAND421	
Continuation of elective 2			Continuation of elective		Continuation of elective		Methodology elective	
ACCE121		16	ACCE221		ACCE321 ACCD321		LABD421	
AFRE121		16	AFRE221		AFRE321 AFRD322		AFRD427	
BSTE121		16	BSTE221		BSTE321 BSTD321		LABD421	
CATE121		16	CATE221		CATE321 CATD321		TECD421	
ECOE121		16	ECOE221		ECOE321 ECOD321		LABD421	
EGDE121 EGDE122		8 8	EGDE221		EGDE321 EGDD321		EGDD421	
LIFE121		16	LIFE221		LIFE321 LIFD321		LAND421	
HISE121		16	HISE221		HISE321 HISD321		ADSD421	
LORE121		16	LORE221		LORE321 LORD321		LLOD421	
MATE121		16	MATE221		MATE321 MATD321		MATD421	
MATL121		16	MATL221		MATL321 MATD321		MATD421	
PHSE121		16	PHSE221		PHSE321 PHSD321			
LESE121		16	LESE221		LESE321			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		Total 1st semester		Total 2 <sup>nd</sup> semester	
Total level 1		133	Total level 2		Total level 3		Total level 4	
TOTAL FOR THE CURRICULUM								

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.11 CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective Module 1</b>		<b>Continuation of elective 1 and methodology</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
<b>Elective 2 One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111 EGDE112	8 8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		
LIFF 121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121		12	WVOS221		12				MBLO421		8
ENGF121		8							Choose Two: AFTB421 ENTB421 SOTB421		2
SOCF121 OR SOCF122		8									
Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Continuation of elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
LORE121		16	LORE221		16	LORE321 LORD321		16 8	LLOD421		16
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 1		
ACCE121		16	ACCE221		16	ACCE321 ACCD321		16 8	LABD421		16
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8	AFRD427		16
ENGE122		16	ENGE 221		16	ENGE321 ENGD322		16 8	ENGD427		16
ECOE121		16	ECOE221		16	ECOE321 ECOD321		16 8	LABD421		16
EGDE121 EGDE122		8 8	EGDE221		16	EGDE321 EGDD321		16 8	EGDD421		16
GEOE121		16	GEOE221		16	GEOE321 GEOD321		16 8	LASD421		16
HISE121		16	HISE221		16	HISE321 HISD321		16 8	LASD421		16
INTE121		16	INTE221		16	INTE321 TECD321		16 8	TECD421		16
LIFE121		16	LIFE221		16	LIFE321 LAND321		16 8	LAND421		16
MATE121		16	MATE221		16	MATE321 MATD321		16 8	MATD421		16
MATL121		16	MATL221		16	MATL321 MATD321		16 8	MATD421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.12 CURRICULUM O190V: PHYSICAL SCIENCES FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective Module 1</b>		<b>Continuation of elective 1 and methodology</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
<b>Elective 2 One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O190V: PHYSICAL SCIENCES FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER			SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
LIFF 121		8	MATF221		8	EDTM321		8
AGLA121 OR AGLE121		12	WVOS221		12			8
ENGF121		8						2
SOCF121 OR SOCF122		8						
Core (Compulsory) modules			Core (Compulsory) modules		Core (Compulsory) modules		Core (Compulsory) modules	
EDCC123		8	EDCC222		8	EDCC321		8
*EDCC124		1	*EDCC223		1	*EDCC322		1
Continuation of elective 1			Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
PHSE121		16	PHSE221		16	PHSE321 PHSD321		16 8
Continuation of elective 2			Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121		16	ACCE221		16	ACCE321 ACCD321		16 8
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8
ECOE121		16	ECOE221		16	ECOE321 ECOD321		16 8
ENGE122		16	ENGE 221		16	ENGE321 ENGD322		16 8
EGDE121 EGDE122		8 8	EGDE221		16	EGDE321 EGDD321		16 8
GEOE121		16	GEOE221		16	GEOE321 GEOD321		16 8
HISE121		16	HISE221		16	HISE321 HISD321		16 8
INTE121		16	INTE221		16	INTE321 INTD321		16 8
LIFE121		16	LIFE221		16	LIFE321 LAND321		16 8
MATE121		16	MATE221		16	MATE321 MATD321		16 8
MATL121		16	MATL221		16	MATL321 MATD321		16 8
LESE121		16	LESE221		16	LESE321		16
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65
Total level 1		133	Total level 2		133	Total level 3		133
						TOTAL FOR THE CURRICULUM		522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.13 CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective Module 1</b>		<b>Continuation of elective 1 and methodology</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
<b>Elective 2 One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		
LIFF 121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121		12	WVOS221		12				MBLO421		8
ENGF121		8							Choose Two: AFTB421 ENTB421 SOTB421		2
SOCF121 OR SOCF122		8									
Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules					
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Continuation of elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
BSTE121		16	BSTE221		16	BSTE321 BSTD321		16 8	LABD421		16
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 1		
ACCE121		16	ACCE221		16	ACCE321 ACCD321		16 8	ADSD421		16
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8	AFRD427		16
ECOE121		16	ECOE221		16	ECOE321 ECOD321		16 8	LABD421		16
ENGE122		16	ENGE221		16	ENGE321 ENGD322		16 8	ENGD427		16
EGDE121 EGDE122		8 8	EGDE221		16	EGDE321 EGDD321		16 8	EGDD421		16
GEOE121		16	GEOE221		16	GEOE321 GEOD321		16 8	LASD421		16
HISE121		16	HISE221		16	HISE321 HISD321		16 8	LASD421		16
INTE121		16	INTE221		16	INTE321 TECD321		16 8	TECD421		16
LIFE121		16	LIFE221		16	LIFE321 LIFD321		16 8	LAND421		16
MATE121		16	MATE221		16	MATE321 MATD321		16 8	MATD421		16
MATL121		16	MATL221		16	MATL321 MATD321		16 8	MATD421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412



**OV.1.7.14 CURRICULUM O192V: ACCOUNTING FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
Elective 2 : One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O192V: ACCOUNTING FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER			SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code		Cr	Code		Code		Code	
Cr			Cr		Cr		Cr	
Fundamental (compulsory) modules			Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121		8	MATF221		EDTM321		RESF421	
AGLA121 OR AGLE121		12	WVOS221				MBLO421	
ENGF121		8					Choose Two:	
SOCF121 OR SOCF122		8					AFTB421 ENTB421 SOTB421	
Core (compulsory) modules			Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123		8	EDCC222		EDCC321		EDCC421	
*EDCC124		1	*EDCC223		*EDCC322		*EDCC422	
Elective 1			Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
ACCE121		16	ACCE221		ACCE321 ACCD321		LABD421	
Continuation of elective 2			Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121		16	BSTE221		BSTE321 BSTD321		ADSD421	
CATE121		16	CATE221		CATE321 CATD321		TECD421	
ECOE121		16	ECOE221		ECOE321 ECOD321		ADSD421	
ENGE122		16	ENGE221		ENGE321 ENGD322		ENGD427	
GEOE121		16	GEOE221		GEOE321 GEOD321		LASD421	
INTE121		16	INTE221		INTE321 INTD321		TECD421	
MATE121		16	MATE221		MATE321 MATD321		MATD421	
MATL121		16	MATL221		MATL321 MATD321		MATD421	
PHSE121		16	PHSE221		PHSE321 PHSD321		LAND421	
LESE121		16	LESE221		LESE321			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		Total 2 <sup>nd</sup> semester		Total 2 <sup>nd</sup> semester	
Total level 1		133	Total level 2		Total level 3		Total level 4	
TOTAL FOR THE CURRICULUM							522	

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.15 CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY**

**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
CMPF111	8	ENG211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective Module 1</b>		<b>Continuation of elective 1 and methodology</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
<b>Elective 2 One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
ENGE111	16	ENGE212 ENG212	16 8	ENGE311	16	ENG417	16
GEOE111	16	GEOE211 LAND211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 ADSD211	16 8	INTE311	16	INTD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER			SECOND SEMESTER		
Code		Cr	Code		Cr	Code		Cr	Code		Cr
Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules			Fundamental (Compulsory) modules		
LIFF 121		8	MATF221		8	EDTM321		8	RESF421		8
AGLA121 OR AGLE121		12	WVOS221		12				MBLO421		8
ENGF121		8							Choose Two: AFTB421 ENTB421 SOTB421		2
SOCF121 OR SOCF122		8									
Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules			Core (Compulsory) modules		
EDCC123		8	EDCC222		8	EDCC321		8	EDCC421		8
*EDCC124		1	*EDCC223		1	*EDCC322		1	*EDCC422		1
Continuation of elective 1			Continuation of elective 1			Continuation of elective 1 and methodology			Methodology of elective 1		
CATE121		16	CATE221		16	CATE321 CATD321		16 8	TECD421		16
Continuation of elective 2			Continuation of elective 2			Continuation of elective 2 and methodology			Methodology of elective 1		
ACCE121		16	ACCE221		16	ACCE321 ACCD321		16 8	LABD421		16
AFRE121		16	AFRE221		16	AFRE321 AFRD322		16 8	AFRD427		16
ECOE121		16	ECOE221		16	ECOE321 ECOD321		16 8	LABD421		16
ENGE122		16	ENGE221		16	ENGE321 ENGD322		16 8	ENGD427		16
EGDE121 EGDE122		8 8	EGDE221		16	EGDE321 EGDD321		16 8	EGDD421		16
GEOE121		16	GEOE221		16	GEOE321 GEOD321		16 8	LASD421		16
HISE121		16	HISE221		16	HISE321 HISD321		16 8	LASD421		16
LIFE121		16	LIFE221		16	LIFE321 LAND321		16 8	LAND421		16
INTE121		16	INTE221		16	INTE321 TECD321		16 8	ADSD421		16
MATE121		16	MATE221		16	MATE321 MATD312		16 8	MATD421		16
MATL121		16	MATL221		16	MATL321 MATD312		16 8	MATD421		16
LESE121		16	LESE221		16	LESE321		16			
Total 2 <sup>nd</sup> semester		77	Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		65	Total 2 <sup>nd</sup> semester		59
Total level 1		133	Total level 2		133	Total level 3		133	Total level 4		123
TOTAL FOR THE CURRICULUM											522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.16 CURRICULUM O194V: MATHEMATICS FOR EDUCATION**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENG F211	8	MAT F311	8	RES F411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1 and methodology</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
<b>Elective 2 One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ENGE111	16	ENGE212 ENG D212	16 8	ENGE311	16	ENG D417	16
EGDE111 EGDE112	8 8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O194V: MATHEMATICS FOR EDUCATION (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENG121	8	WVOS221	12			MBLO421	8
AGLA121 OR AGLE121	12					Choose Two: AFTB421 ENTB421 SOTB421	2
SOCF121 OR SOCF122	8						
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective 1	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology elective 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 <sup>nd</sup> semester	77	Total 2 <sup>nd</sup> semester	61	Total 2 <sup>nd</sup> semester	65	Total 2 <sup>nd</sup> semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.17 CURRICULUM O195V: MATHEMATICAL LITERACY**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1 and methodology</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
<b>Elective 2 One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O195V: MATHEMATICAL LITERACY (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8	WVOS221	12			MBLO421	8
AGLA121 OR AGLE121	12					<b>Choose Two:</b> AFTB421 ENTB421 SOTB421	2
SOCF121 OR SOCF122	8						
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology elective 1	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology elective 2	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	8	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
<b>Total 2<sup>nd</sup> Semester</b>	<b>77</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>61</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>65</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>59</b>
<b>Total level 1</b>	<b>133</b>	<b>Total level 2</b>	<b>133</b>	<b>Total level 3</b>	<b>133</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>522</b>

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC41



**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
CMPF111	8	ENG F211	8	MAT F311	8	RES F411	8
				WVOS311	12	SPSO411 OR PACO411	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
<b>Elective 1</b>		<b>Continuation of elective 1</b>		<b>Continuation of elective 1</b>		<b>Methodology of elective 1</b>	
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
<b>Elective 2 : One of the following</b>		<b>Continuation of elective 2 and methodology</b>		<b>Continuation of elective 2</b>		<b>Methodology of elective 2</b>	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENG D212	16 8	ENGE311	16	ENG D417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

# CURRICULUM O198V: ENGINEERING GRAPHICS AND DESIGN (CONTINUED)

## SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two: AFTB421 ENTB421 SOTB421	2
SOCF121 OR SOCF122	8						
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 <sup>nd</sup> semester	77	Total 2 <sup>nd</sup> semester	61	Total 2 <sup>nd</sup> semester	65	Total 2 <sup>nd</sup> semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
TOTAL FOR THE CURRICULUM							522

\*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC412

**OV.1.7.19      COMPILATION OF CURRICULUM: BEd SENIOR AND FURTHER EDUCATION AND TRAINING PHASE (FET TECHNOLOGY) 422 112**

**This qualification is directed at training educators from Grade 10 to Grade 12 in the technological programme of study. SBET students can do this phase in their fourth year.**

**OV.1.7.19.1      Programme outcomes**

The learners of the Senior and Further education and training phase (FET technology) are expected to:

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

**OV.1.7.19.2      Presentation of the curriculum's**

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

**OV.1.7.19.3      Curriculum structure**

The curriculum is structured from modules in Curriculum O199V – Curriculum O201V. These modules are spread over four years.

**OV.1.7.19.4      Pass requirements for the FET Technology curriculum**

Students in the FET Technology programme that needed to take WISS 112 and WISS 122 as additional subjects are required to pass both these modules at the end of their first year to be able to continue with the FET Technology curriculum. If the student was not successful in passing these modules they will be allowed to continue with another Senior/FET curriculum (see requirements as stipulated in O.V.1.2.2.)

## FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
		ENGF211	8			SPSO411 OR PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
TEWE111	8	ITEE211	8	ITEE311	8	ITEE412	8
TTED111	8	MTED211	8				
		VTEE212	8	VTEE312	8	VTEE412	8
Total 1 <sup>st</sup> semester	56	Total 1st semester	80	Total 1st semester	60	Total 1st semester	64

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O199V: MECHANICAL TECHNOLOGY (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			<u>Choose Two:</u> AFTB421 ENTB421 SOTB421	2
ENGF121	8						
WSKT121	8						
SOCF 121 OR SOCF 122	8						
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124*	1	EDCC223*	1	EDCC322*	1	EDCC422*	1
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
				MTED321**	8	MTED422	8
STEE121	8	VTEE222	8	VTEE322	8	VTEE422	8
		ITEE221	8	ITEE322	8	ITEE421	8
<b>Total 2nd semester</b>	<b>77</b>	<b>Total 2nd semester</b>	<b>61</b>	<b>Total 2nd semester</b>	<b>65</b>	<b>Total 2nd semester</b>	<b>59</b>
<b>Total level 1</b>	<b>133</b>	<b>Totaal level 2</b>	<b>141</b>	<b>Totaal level 3</b>	<b>125</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>522</b>

\*The rest of the credits are included with EDCC112, EDCC212, EDCC312 and EDCC412

\*\* Although this is a first semester code it is presented in the second semester

**OV.1.7.21 CURRICULUM O200V: CIVIL TECHNOLOGY**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
	8	ENGF211	8			SPSO411 OR	
						PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
TEWE111	8	CTEE211	16	CTEE311	16	CTEE411	16
TTED111	8	CTED211	8				
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>80</b>	<b>Total 1st semester</b>	<b>60</b>	<b>Total 1st semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**

## CURRICULUM O200V: CIVIL TECHNOLOGY (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			Choose Two: AFTB421	2
ENGF121	8					ENTB421	
WSKT121	8					SOTB421	
SOCF 121 OR SOCF 122	8						
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124*	1	EDCC223*	1	EDCC322*	1	EDCC422*	1
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
		CTEE221	16	CTEE321	16	CTEE421	16
				CTED321	8	CTED421	8
STEE121	8						
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Totaal level 2	141	Totaal level 3	125	Total level 4	123
TOTAL FOR THE CURRICULUM							522

\*The rest of the credits are included with EDCC112, EDCC212, EDCC312 and EDCC412

**OV.1.7.22 CURRICULUM O201V: ELECTRIC TECHNOLOGY**
**FIRST SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
		ENGF211	8				
						SPSO411 OR PACO411	8
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
TEWE111	8	ETEE212	16	ETEE311	16	ETEE411	16
TTED111	8	ETED211	8				
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 1<sup>st</sup> semester</b>	<b>80</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

**NB: Students who did not pass with endorsement must take LEWV112 and LEWV211**



## CURRICULUM O201V: ELECTRIC TECHNOLOGY (CONTINUED)

### SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12				
ENGF121	8						
WSKT121	8						
SOCF 121 OR SOCF 122						Choose Two: AFTB421 ENTB421 SOTB421	2
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124*	1	EDCC223*	1	EDCC322*	1	EDCC422*	1
<b>Continuation of elective 2</b>		<b>Continuation of elective 2</b>		<b>Continuation of elective 2 and methodology</b>		<b>Methodology of elective 2</b>	
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
		ETEE221	16	ETEE321	16	ETEE422	16
				ETED321	8	ETED421	8
STEE121	8						
<b>Total 2<sup>nd</sup> semester</b>	<b>77</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>61</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>65</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>59</b>
<b>Total level 1</b>	<b>133</b>	<b>Total level 2</b>	<b>141</b>	<b>Total level 3</b>	<b>125</b>	<b>Total level 4</b>	<b>123</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>522</b>

\*The rest of the credits are included with EDCC112, EDCC212, EDCC312 and EDCC412

## **OV.1.8 OTHER RULES**

### **OV.1.8.1 Language competency**

All students must obtain two language endorsements. Students (non-mother tongue speakers) automatically obtain an A or E and any other official language on the grounds that they have passed matric. Non-mother tongue speakers wishing to qualify for an A, E or S must report for a language competency test for which an additional payment must be made. Mother tongue speakers must report for the conferment of an A, E or S.

An annual date will be set for language competency tests, as well as reporting for the awarding of AET etcetera.

### **OV.1.8.2 Compulsory certificates**

- a) Obtaining an accredited first aid certificate is compulsory for the following module: EDCC321.
- b) A certificate related to a sport (e.g. athletics official, rugby coach, etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.) must be obtained.

### **OV.1.8.3 Practical Teaching**

In as much as the BEd qualification is vocational directed, student must acquire field experience during each year of study. For the first to third year student this period of practice teaching amounts to 3 weeks per semester (6 weeks per year) and for the fourth year student it amounts to 6 weeks per semester (13 weeks per years).

## OV.2 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

This qualification is on NQF-level 6 and can be obtained in one of the curricula specified below.

The curricula compiled in this qualification are aimed at equipping students with advanced and specialised competencies in a particular school subject/learning area/discipline or school phase; providing re-training for teachers in another school subject or for specialisation in a different teacher's role (e.g. that of teaching manager); providing an advanced teaching qualification as finishing for initial training or a general teaching qualification; equipping students for further study on NQF-level 7.

### OV.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study is **one** year, on having obtained 128 credits. The maximum duration is equal to the minimum duration of study plus one year. An application may be lodged to extend the period. The study can only be undertaken part-time.

### OV.2.2 ADMISSION REQUIREMENTS

To be admitted to the Advanced Certificate in Education the student must be in possession of at least an approved after school teaching qualification of three years, evaluated at REQV 13 (M +3) level (Relative Education Qualification Value).

### OV.2.3 LIST OF MODULES

Module code	Descriptive name	Ct
AGSK512	Africa History	16
EUCE511	Computer usage for Educators	8
GBGK511	Population Geography and Urban Geography	16
GGGK521	Subject Didactics of Geography B	16
GKLK521	Climatology en Geo-morphology	16
GSGK511	Subject Didactics of Geography A	16
HIVA521	HIV/AIDS: Legislation, Counselling and Support	8
LOBO571	Citizenship Education	32
LOCK571	Personal Well-being: Physical Health and Recreation	32
LOHA571	Personal Well-being: Health and Aids	32
LSDL528	Disabilities and Learning Difficulties in Education	16
LSED518	Emotional and other Difficulties in Education	16
LSIE518	Inclusive Education: A Policy Perspective	16
LSSH528	Social and Health Issues in Education	16
MLED575	Mathematics in context 1	32
MLED572	Didactics of mathematical Literacy	32
MLED576	Mathematics in context 2	32
MLED574	Mathematical Literacy in context	32
NDSK521	Didactics of Natural Science (intermediate)	16
NDWK522	Didactics of Mathematics (GET-band)	16

NEBK511	The Earth and Beyond for Science	16
NECK521	Energy and Change for Science	16
NLLK511	Life and Lifestyle for Science	16
NMMK521	Matter and Materials for Science	16
NVMI521	Research Methodologies	8
NWPK511	Number Development	16
NWPK512	Foundations for Algebra	16
NWPK521	Geometrical Development	16
NWPK522	Graphics and Data-handling	16
ORAK511	Educational Law, Systems and Administration A	8
ORAK521	Educational Law, Systems and Administration B	8
ORLK511	Teaching and Learning A	8
ORLK521	Teaching and Learning B	8
SSGK521	South African History (1910-1999)	16
VGAK511	Subject Didactics of History A	16
VGBK512	Subject Didactics of History B	16

## OV.2.4 PROGRAMME 423 125 TEACHING OF PHYSICAL SCIENCE (GET-BAND)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

### OV.2.4.1 Outcomes

On completion of this curriculum students should:

- possess scientific knowledge and insight regarding Physical Science teaching (GET-band);
- demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Physical Science teaching (GET-band);
- strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Physical Science teaching (GET-band).

### OV.2.4.2 Additional requirements

Mathematics for Grade 12 and Physical Science for Grade 12 are prerequisites for this ACE-curriculum.

**OV.2.4.3****Composition of curriculum: O437V**

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
FSET511	8	NVMI521	8
NEBK511	16	NDSK521	16
NLLK511	16	NECK521	16
ORLK511	8	ORLK521	8
EUCE511	8	HIVA521	8
		NMMK521	16
<b>Total 1st sem.</b>	<b>56</b>	<b>Total 2nd sem.</b>	<b>72</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OV.2.5****PROGRAMME 423 134 MATHEMATICS TEACHING (GET-BAND)**

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

**OV.2.5.1****Outcomes**

On completion of this curriculum students should:

- possess scientific knowledge and insight regarding Mathematics teaching (GET-band);
- demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematics teaching (GET-band);
- strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Mathematics teaching (GET-band).

**OV.2.5.2****Additional requirements**

Mathematics for Grade 12 is a prerequisite for this ACE-curriculum.

**OV.2.5.3**
**Composition of curriculum: O443V**

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
FSET511	8	NVMI521	8
NWPK511	16	NDWK522	16
NWPK512	16	NWPK521	16
ORLK511	8	NWPK522	16
EUCE511	8	ORLK521	8
		HIVA521	8
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OV.2.6****PROGRAMME 423 123 GEOGRAPHY TEACHING**

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

**OV.2.6.1****Outcomes**

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Geography teaching;
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Geography teaching;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Geography teaching.

**OV.2.6.2****Composition of curriculum: O434V**

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
ORAK511	8	ORAK521	8
FSET511	8	NVMI521	8
GSGK511	16	GGGK521	16
ORLK511	8	ORLK521	8
EUCE511	8	HIVA521	8
GBGK511	16	GKLG521	16
<b>Total 1st semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OV.2.7****PROGRAMME 423 129 PROFESSIONAL EDUCATOR DEVELOPMENT (LIFE ORIENTATION)**

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

**OV.2.7.1****Outcomes**

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Life Orientation for professional educator development;
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Life Orientation for professional educator development;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Life Orientation for professional educator development.

**OV.2.7.2****Composition of curriculum: O447V**

YEAR LEVEL 4			
First-semester modules (Year 1)		Second-semester modules (Year 2)	
Code	Ct	Code	Ct
ORAK511	8	LOHA 571	32
FSET511	8	LOBO571	32
ORLK511	8		
EUCE511	8		
LOCK571	32		
<b>Total 1st semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OV.2.8****PROGRAMME 423 129 PROFESSIONAL EDUCATOR DEVELOPMENT (MATHEMATICAL LITERACY)****OV.2.8.1****Outcomes**

On completion of this curriculum students should:

- possess scientific knowledge and insight regarding Mathematical Literacy for professional educator development;
- demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematical Literacy for professional educator development;
- strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Mathematical Literacy for professional educator development.

**OV.2.8.2****Additional requirements**

A four-year teaching qualification and Mathematics for Grade 12 is a prerequisite for this ACE-curriculum.

- If the student is not in possession of a 4-year teaching qualification, 32 credits of the generic modules (as prescribed for the Professional Educator Development programme for students with 360 previously attained credits) must be taken.
- If the student does not have Mathematics Grade 12 HG/SG, an admission course of 20 credits must first be completed in order to comply with the expected level of mathematical competency.

**OV.2.8.3****Duration of curriculum**

Two years.



**OV.2.8.4 Composition of curriculum: O444V****OV.2.8.4.1 Curriculum for students with 480 credits**

Modules for year 1	Ct	Modules for year 2	Ct
MLED575	32	MLED576	32
MLED572	32	MLED574	32
Total credits for year 1	64	Total credits for year 2	64
Total credits for curriculum			128

**OV.2.8.4.2 Curriculum for students with 360 credits**

Modules for year 1	Ct	Modules for year 2	Ct
ORAK511	8	MLED576	32
ORLK511	8	MLED574	32
FSET511	8		
EUCE511	8		
MLED575	32		
MLED572	32		
Total credits for year 1	96	Total credits for year 2	64
Total credits for curriculum			160

**OV.2.9 PROGRAMME: 423 124 History Education****OV.2.9.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the student will:

- possess scientific knowledge of and insight into history education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

**OV.2.9.2****Curriculum structure: O435V**

<b>Semester 1</b>	<b>Ct</b>	<b>Semester 2</b>	<b>Ct</b>
ORAK 511	8	ORAK 521	8
FSET511	8	NVMI521	8
AGSK512	16	SSGK521	16
ORLK 511	8	ORLK 521	8
VGAK 511	16	VGBK 521	16
EUCE511	8	HIVA521	8
Total credits first semester	64	Total credits second semester	64
<b>Total credits for curriculum</b>			<b>128</b>

## OV.3 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

### FOUNDATION PHASE

Qualification code: 469 100

Curriculum code: 0100V

### INTERMEDIATE AND SENIOR PHASE

Qualification code: 469 101

Curriculum code: 0101V

This qualification is on NQF-level 5, and can be obtained in one of the curricula set out below. This qualification is aimed at enabling **under-qualified practising teachers** to improve their qualifications, and to enable students to continue with an NQF-level 6 qualification. It addresses topical needs and issues by means of practice-based content and activities. The medium of instruction for the qualification is English. On the Vaal Triangle Campus, it is offered only on Monday afternoons (first, second and third year). Teachers can specialise in either the Foundation Phase (Grade R-3) or the Intermediate and Senior Phases (Grade 4-9).

### OV.3.1 MINIMUM EN MAXIMUM DURATION

The minimum study period for the qualification, depending on the entry level, is three years. The maximum study period is equal to the minimum study period plus one year. A student may lodge an application for this period to be extended.

### OV.3.2 GENERAL ADMISSION REQUIREMENTS

- A National Senior Certificate (Grade 12, REQV 10), with relevant teaching experience (three to five years) to get entry to the first year of studies.
- A letter from a school principal to confirm that the candidate has relevant teaching experience and confirmation that he/she is currently working as an assistant teacher. A salary slip to indicate the candidate's appointment as "teacher" should also accompany the application. An indication that the candidate is suitable for the teaching profession will add value to the application.
- A National Senior Certificate plus relevant training at an institution of higher learning may provide access to the second or third year of study.
- Recognition of prior learning in accordance with the rules of the Faculty Board.

**OV.3.3****LIST OF MODULES**

An asterisk (\*) indicates that the module is only for the Foundation Phase.

**OV.3.3.1****Compulsory modules**

Module code	Descriptive name	Ct
AKPN125	Afrikaans: Mother-tongue Communication	8
AKPN315	Afrikaans: Mother-tongue Communication	8
AKPN325	Afrikaans: Mother-tongue Communication	8
CLFE115	Computer Literacy for Educators	8
EDMN315	Education Management and Development	8
EDVN125	Anti-racism, Education Law and Values	8
ESPN125	English: Communication	8
ESPN315	English: Communication	8
ESPN325	English: Communication	8
OPAN315	Teaching Studies	8
RPLL111	Recognition of Prior Learning	48
RPLL271	Recognition of Prior Learning	128
SSCN125	Sesotho: Communication (mt)	8
SSCN315	Sesotho: Communication (mt)	8
SSCN325	Sesotho: Communication (mt)	8
WAPN125	General Mathematics	8
WAPN325	General Mathematics	8

Learning Areas: a choice of 3 of the following 4 Learning Areas		
HSCN319	Social Sciences: Learning Area	8
LOCN319	Life Orientation: Learning Area	8
NWCN319	Natural Sciences: Learning Area	8
TECK315	Technology: Learning Area	8

**OV.3.3.2**
**Core modules**

<b>Module code</b>	<b>Descriptive name</b>	<b>Ct</b>
AFDN125	Subject Didactics: Afrikaans	16
AFDN325	Subject Didactics: Afrikaans	16
AFRN125	Afrikaans	8
AFRN315	Afrikaans	8
AFRN325	Afrikaans	8
AGDN125*	School readiness and Perceptual skills in the Foundation Phase	16
AGDN325*	Foundation Phase studies	16
EDSN125	Subject Didactics: English	16
EDSN325	Subject Didactics: English	16
EGPN125	English	8
EGPN315	English	8
EGPN325	English	8
FPUN125*	Foundation Phase studies: Literacy	8
FPUN315*	Foundation Phase studies: Numeracy	8
FPUN325*	Foundation Phase: Life skills for Foundation Phase Learners	8
GSAN125	History	8
GSAN315	History	8
GSAN325	History	8
GSXN125	Subject Didactics: History	16
GSXN325	Subject Didactics: History	16
SSMN125	Sesotho	8
SSMN315	Sesotho	8
SSMN325	Sesotho	8
SVXN125	Subject Didactics: Sesotho	16
SVXN325	Subject Didactics: Sesotho	16
WIPN125	Mathematics	8
WIPN315	Mathematics	8
WIPN325	Mathematics	8
WSXN125	Subject Didactics: Mathematics	16
WSXN325	Subject Didactics: Mathematics	16

## **OV.3.4 CURRICULA O100V AND O101V: FOUNDATION PHASE (O100V) AND INTERMEDIATE AND SENIOR PHASES (O101V)**

### **OV.3.4.1 Curriculum outcomes**

On completion of this curriculum, students should possess knowledge, skills and attitudes with regard to:

- a) problem identification, problem-solving and the use of critical and creative thinking with regard to all educational matters;
- b) group collaboration within the educational context, collaboration with the community and the Department of Education by means of, *inter alia*, practical teaching;
- c) the organisation and management of themselves and their activities;
- d) the acquisition, analysis, organisation and critical evaluation of knowledge in the respective subject areas, as well as general teaching-directed knowledge;
- e) communication by means of various language media and in various situations;
- f) the effective application of technological and scientific information, showing respect for the environment and the health of others;
- g) the holistic nature of the world as integrated systems, which implies that problem-solving does not occur in isolation;
- h) the roles of the teacher, i.e. as facilitator, mediator of learning, life-long student, curriculum designer, leader, administrator and manager, assessor, specialist in his/her chosen subject/learning area/field/phase, and member of the narrower and broader community;
- i) the specialised nature of teaching, learning and development in the Foundation, Intermediate, Senior and Further Education and Training Phase.

### **OV.3.4.2 Articulation possibilities and exit point**

- a) A student who has completed the curriculum, after having registered for it with a Grade 12 qualification, receives the NPDE (360 credits) on NQF-level 5.
- b) The NPDE provides entry to the Advanced Certificate in Education (ACE).

### **OV.3.4.3 Other rules**

- a) The curriculum consists of compulsory fundamental and core modules set out above. From the list of core modules, students should choose TWO majors plus the relevant didactics.
- b) The language of communication chosen in the second semester of year level 1, is automatically continued as the language of communication in the second semester of year level 3. A different language of communication must be chosen for the first semester of year level 3.
- c) CLFE115 is compulsory for all first-year students, unless proof of prior learning can be provided.
- d) RPLL111 is compulsory for all first-year students, and RPLL271 is compulsory for all second-year students.

**OV.3.4.4**
**Composition of curriculum**

YEAR LEVEL 1 (RKW 10)		YEAR LEVEL 2 (RKW 11)		YEAR LEVEL 3 (RKW 12)	
First semester (** Foundation Phase only)					
CODE	CT	CODE	CT	CODE	CT
CLFE115	8	RPLL271	128	EDMN315	8
				OPAN315	8
RPLL111	48			Choose One:	
				AKPN315	8
				SSCN315	8
				ESPN315	8
				Choose Three:	
				HSCN319	8
				LOCN319	8
				NWCN319	8
				TECK315	8
				Choose Two:	
				FPUN315 **	8
				AFRN315	8
				SSMN315	8
				EGPN315	8
				WIPN315	8
				GSAN315	8
CREDITS SEMESTER 1	56	CREDITS SEMESTER 1	128	CREDITS SEMESTER 1	64

Second semester (** Foundation Phase only)					
CODE	CT	CODE	CT	CODE	CT
WAPN125	8			WAPN325	8
EDVN125	8			<b>Select one:</b>	
<b>Select one:</b>				AKPN325	8
AKPN125	8			SSCN325	8
SSCN125	8			ESPN325	8
ESPN125	8				
<b>Select two groups:</b>				<b>Select two groups:</b>	
<i>FPUN125 **</i>	8			<i>FPUN325 **</i>	8
<i>AGDN125 **</i>	16			<i>AGDN325 **</i>	16
AFRN125	8			AFRN325	8
AFDN125	16			AFDN325	16
SSMN125	8			SSMN325	8
SVXN125	16			SVXN325	16
WIPN125	8			WIPN325	8
WSXN125	16			WSXN325	16
GSAN125	8			GSAN325	8
GSXN125	16			GSXN325	16
EGPN125	8			EGPN325	8
EDSN125	16			EDSN325	16
<b>CREDITS SEMESTER 2</b>	<b>72</b>	<b>CREDITS SEMESTER 2</b>	<b>0</b>	<b>CREDITS SEMESTER 2</b>	<b>64</b>
<b>TOTAL CREDITS YEAR LEVEL 1</b>	<b>128</b>	<b>TOTAL CREDITS YEAR LEVEL 2</b>	<b>128</b>	<b>TOTAL CREDITS YEAR LEVEL 3</b>	<b>128</b>

## OV.3.5 EXAMINATIONS AND PASS REQUIREMENTS

### OV.3.5.1 Admission to examinations and pass requirements

The University's Academic Rules are applicable.

In calculating module marks for the NPDE, the participation mark carries a weight of 40% and the examination a weight of 60%.



## OV.4 MODULE OUTCOMES

### OV.4.1 MODULE OUTCOMES FOR THE DEGREE BACHELOR OF EDUCATION (BED)

<b>Module Code:</b> ACCD321	Semester 2	<b>NQF-Level:</b>
<b>Title:</b> ACCOUNTING METHODOLOGY		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base regarding lesson planning, student programme development, teaching aids and teaching management of the subject didactics of Accounting;</li> <li>• informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting with reference to the National Curriculum Statement;</li> <li>• to ability to utilise unknown and abstract information in theoretical driven arguments, IT skills to effectively gather, organize, make a critical analysis and interpret information regarding related concepts; and</li> <li>• to communicate information coherently and reliably, individually or as part of a group according to general accepted accounting practices (GAAP)</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ACCD411		<b>NQF-Level:</b>
<b>Title:</b> ACCOUNTING METHODOLOGY		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base regarding lesson planning, student programme development, teaching aids and teaching management of the subject didactics of Accounting,</li> <li>• informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting</li> <li>• to gather, organize, make a critical analysis and interpret information, to communicate information coherently and reliably, individually or as part of a group</li> <li>• to select information and develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP).</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ACCE111		<b>NQF-Level:</b>
<b>Title:</b> ACCOUNTING FOR EDUCATION: APPLICATION OF ACCOUNTING SYSTEMS		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>• display a fundamental knowledge of the purpose and function of accounting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;</li> <li>• analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), exchange transactions, internal control and reconciliation, wages and salary journals, support ledgers and control accounts as theoretical basis for the use of procedures and processes, conventions and formats in practically related examples/situations;</li> <li>• deal with elementary problems by means of research and information acquisition skills, obtain information and integrate as a whole to form part of a solution and deliver it to both</li> </ul>		

a lay and professional audience by making use of the appropriate technology; <ul style="list-style-type: none"> <li>• behave ethically motivated and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ACCE121		<b>NQF-Level:</b>
<b>Title:</b> ACCOUNTING FOR EDUCATION: FINANCIAL REPORTING – SOLE PROPRIETOR		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>• display a fundamental knowledge of financial reporting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;</li> <li>• collect, analyse, present, decipher, report and interpret the linked elements of an accounting system/practice such as the trial balances, <i>settlements</i>, <i>final accounts</i>, <i>ten column work sheets</i>, <i>financial statements and ratios</i> in principle with theoretical basis, the use of procedures and processes in practice related examples/situations;</li> <li>• deal with elementary problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;</li> <li>• behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ACCE211		<b>NQF-Level:</b>
<b>Title:</b> ACCOUNTING FOR EDUCATION: ASSET DISPOSAL, PARTNERSHIP AND DEPARTMENTS		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>• display a fundamental knowledge of asset purchasing, partnerships and departments by designing an accounting system as desired by need for a specific application/approach to an accounting practice;</li> <li>• critically analyse, note and interpret the linked elements of an accounting system/practice such as the sale of any property, plant or equipment, daily transactions of a partnership admission, withdrawal of partner and dissolution of a partnership, transactions according to departments and annual financial statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations;</li> <li>• deal with well formulated yet unknown problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;</li> <li>• behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ACCE221		<b>NQF-Level:</b>
<b>Title:</b> ACCOUNTING FOR EDUCATION: MANUFACTURING, NON-TRADING ENTERPRISES AND BUDGETS		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>• display a fundamental knowledge of manufacturing, non-profit organisations and budgets by designing an accounting system as desired by need for a specific application/approach to an accounting practice;</li> <li>• critically analyse, evaluate, control, note and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses, financial data for</li> </ul>		

<p>budgets and the tracing and correction of errors with theoretical basis, the use of correct procedures and formats in practically related examples/situations;</p> <ul style="list-style-type: none"> <li>• deal with well-formulated but unknown problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;</li> <li>• behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ACCE311</b>		<b>NQF-Level:</b>
<b>Title: ACCOUNTING FOR EDUCATION: CLOSE CORPORATIONS AND COMPANIES</b>		
<p><b>Module Outcomes:</b> Upon completion of the module students should:</p> <ul style="list-style-type: none"> <li>• display basic and systematic knowledge of closed corporations and companies by designing an accounting system as desired by need for a specific application/approach to an accounting practice;</li> <li>• analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journal, ledgers) regarding closed corporations and companies as business forms, closed accounts and financial end year statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations;</li> <li>• deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;</li> <li>• behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ACCE321</b>		<b>NQF-Level:</b>
<b>Title: ACCOUNTING FOR EDUCATION: FINANCIAL STATEMENT, BRANCHES AND INCOMPLETE RECORDS</b>		
<p><b>Module Outcomes:</b> Upon completion of the module students should:</p> <ul style="list-style-type: none"> <li>• display a fundamental and systematic knowledge of the financial statements, branch accounts and conversion of incomplete records by designing an accounting system as desired by need for a specific application/approach to an accounting practice;</li> <li>• analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information and incomplete records, cash flow statement and cash budgeting, account records for head office and branches in principle with theoretical basis, the use of procedures and processes, conventions and format in practically related examples/situations;</li> <li>• deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to a lay and professional audience by making use of the appropriate technology;</li> <li>• behave ethically correct and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: ADSD211</b>		<b>NQF-Level:</b>
<b>Title: ADDITIONAL SUBJECT METHODOLOGY</b>		
<b>Module Outcomes:</b> After completion of this module the students should be able to: <ul style="list-style-type: none"> <li>• have a solid knowledge base of general creativity, creative teachers, creative students, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;</li> <li>• demonstrate problem solving abilities to plan and present lessons, 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;</li> <li>• effectively communicate creativity ethically, coherently and reliable to students in the classroom situation by using individual or group methods.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ADSD421</b>		<b>NQF-Level:</b>
<b>Title: ADDITIONAL SUBJECT METHODOLOGY</b>		
<b>Module Outcomes:</b> After completion of this module the student should: <ul style="list-style-type: none"> <li>• have a comprehensive, in-depth and systematic knowledge base of general creativity, creative teachers, creative students, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments and effectively use IT skills to collect, organise, critically analyse and interpret;</li> <li>• demonstrate problem solving abilities to plan and present lessons, 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 creativity ethically, coherently and reliably to students in the classroom situation by using individual or group methods.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRD212</b>		<b>NQF-Level:</b>
<b>Title: AFRIKAANSMETODIEK</b>		
<b>Module Outcomes:</b> Na voltooiing van die module behoort die leerders: <ul style="list-style-type: none"> <li>• die Nasionale Kurrikulumverklaring in die praktyk van Afrikaansonderwys te kan toepas;</li> <li>• tipiese eienskappe van suksesvolle Afrikaansonderwysers prakties te kan demonstreer;</li> <li>• werkbare tekste vir toepaslike grade en groepe te kan identifiseer;</li> <li>• 'n sinvolle les te kan beplan en die bepaalde rolle van die onderwyser in die onderrig van Afrikaans kan vervul;</li> <li>• kennis van die leeruitkomst praat, luister, lees en kyk, dink en redeneer van die leerarea Tale: Afrikaans te demonstreer deur die assesseringstandaarde van hierdie uitkomst te kan interpreteer;</li> <li>• probleemoplossingsvaardighede te demonstreer in die beplanning en ontwikkeling van toepaslike leeraktiwiteit waaraan gemeet kan word of leerders aan die</li> </ul>		

<p>assesseringstandaarde van die leeruitkomste praat, luister, lees en kyk, dink en redeneer voldoen; die vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van Afrikaans in 'n multikulturele onderwyskonteks te vertolk, te demonstreer;</p> <ul style="list-style-type: none"> <li>• professioneel-etiese waardes te demonstreer in die onderrig van Afrikaans;</li> <li>• leer aktiwiteite binne gegewe (geïntegreerde) leerervarings aan toepaslike as assesseringstandaarde van bepaalde leeruitkomste (praat, luister, lees, dink en redeneer) te kan koppel en toepaslike leeraktiwiteite te kan ontwikkel waaraan leerders se voldoening aan bepaalde assesseringstandaarde gemeet kan word.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRD322</b>		<b>NQF-Level:</b>
<b>Title: AFRIKAANSMETODIEK</b>		
<p><b>Module Outcomes:</b> Na afhandeling van hierdie module behoort die student:</p> <ul style="list-style-type: none"> <li>• 'n afgeronde en sistematiese kennis te demonstreer ten opsigte van die onderskeid tussen die onderrig van 'n huistaal en 'n addisionele taal</li> <li>• 'n koherente en kritiese begrip te toon van die beginsels wat ten opsigte van relevante benaderings en metodes by die onderrig van 'n addisionele taal geld;</li> <li>• effektiewe leermateriaal te kan selekteer en in die beplanning van leerervarings te kan toepas;</li> <li>• leeraktiwiteite te kan ontwikkel wat aan leerders die moontlikheid bied om bepaalde taal- en skryfassesseringstandaarde te bereik en waaraan die mate waarin 'n leerder aan bepaalde taal- en skryfassesseringstandaarde voldoen, gemeet kan word;</li> <li>• skoolhandboeke vir die onderrig van Afrikaans as huis en as addisionele taal krities te kan evalueer ten opsigte van die voldoening daarvan aan die vereistes van die Nasionale Kurrikulum, en ten opsigte van die geslaagdeheid van die begeleiding wat hulle vir uitkomsbereiking ooreenkomstig die gestelde assesseringstandaarde aan onderwysers en leerders bied.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRD416</b>		<b>NQF-Level:</b>
<b>Title: AFRIKAANSMETODIEK</b>		
<p><b>Module Outcomes:</b> Na voltooiing van die module behoort die leerders:</p> <ul style="list-style-type: none"> <li>• bewys te lewer van geïntegreerde akademiese kennis, maar veral toegepaste kennis, van departementele beleidgewende dokumentasie;</li> <li>• insig te toon in begrippe, modelle, teorieë en beginsels van Afrikaansvakdidaktiek volgens die NKV en dit sinvol binne die leerarea te gebruik om leerders te begelei;</li> <li>• leer suksesvol binne die leerarea Tale, Afrikaans, te kan fasiliteer deur onder andere aan die sewe rolle van die onderwyser te voldoen;</li> <li>• bewys te lewer van toepaslike assesseringsvaardighede binne die leerarea;</li> <li>• suksesvolle tematies georganiseerde kreatiewe leerervarings te kan beplan en te struktureer volgens die vereistes deur die NKV daaraan gestel; en</li> <li>• bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRD417</b>		<b>NQF-Level:</b>
<b>Title: AFRIKAANSMETODIEK</b>		
<p><b>Module Outcomes:</b> Na voltooiing van hierdie module behoort die student:</p> <ul style="list-style-type: none"> <li>• bewys te kan lewer van grondige en sistematiese kennis van die NKV vir gr. 7-12 en van ander departementele en nasionale dokumentasie rakende assesseringsriglyne, leerprogramme en vakraamwerke;</li> </ul>		

<ul style="list-style-type: none"> <li>• in staat te wees om die bg. dokumente te interpreteer en effektief vir die samestelling van geskikte leermateriaal en leerderaktiwiteite vir huistaal- en addisionele taalleerders van 'n bepaalde graad (gr. 7-12) om hul tot die bereiking van bepaalde leeruitkomste (praat, luister en taal in konteks) te kan begelei;</li> <li>• gepaste assesseringsmetodes te kan implementeer deur middel waarvan leerders in graad 7 tot 12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word;</li> <li>• verworwe kennis oor die interpretasie en vereiste implementering van die NKV's en ander departementele dokumentasie te kan gebruik om kreatiewe geïntegreerde lesse waarbinne die klem op bepaalde leeruitkomste (praat, luister, taal in konteks) geplaas word, saam te stel;</li> <li>• in staat te wees om leer op so 'n wyse te fasiliteer dat skoolleerders bemagtig word om as verantwoordelike landsburgers te funksioneer.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>MODULE CODE: AFRD426</b>		<b>NQF-Level:</b>
<b>Title: AFRIKAANSMETODIEK</b>		
<b>Module Outcomes:</b> Na voltooiing van die module behoort die leerders; <ul style="list-style-type: none"> <li>• bewys te lewer van geïntegreerde akademiese kennis (veral toegepaste kennis) en insig wat in die voorafgaande module verkry is;</li> <li>• te kan demonstree dat hy/sy in staat is om leerders te begelei tot die suksesvolle verworwing van toepaslike taalvaardighede in die Leerarea Tale: Afrikaans;</li> <li>• in ooreenstemming met die holistiese, tematies georganiseerde geïntegreerde benaderingswyse van die NKV, te kan demonstree dat leer aan die hand van leerervarings suksesvol in die intermediêre en senior fase plaasvind;</li> <li>• leerders in die skoolsituasie te kan begelei tot die suksesvolle verworwing van Afrikaanse taalvaardighede binne die leerarea Tale, Afrikaans, in die intermediêre en senior fase;</li> <li>• kreatiewe en suksesvolle leerervarings te kan beplan en te struktureer volgens die vereistes deur die NKV gestel;</li> <li>• bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRD427</b>		<b>NQF-Level:</b>
<b>Title: AFRIKAANSMETODIEK</b>		
<b>Module Outcomes:</b> Na voltooiing van hierdie module behoort die student: <ul style="list-style-type: none"> <li>• bewys te kan lewer van grondige en sistematiese kennis van die NKV vir gr. 7-12 en van ander departementele en nasionale dokumentasie rakende assesseringsriglyne, leerprogramme en vakraamwerke;</li> <li>• in staat te wees om die bg. dokumente te interpreteer en effektief vir die samestelling van geskikte leermateriaal en leerderaktiwiteite vir huistaal- en addisionele taalleerders van 'n bepaalde graad (gr. 7-12) om hul tot die bereiking van bepaalde leeruitkomste (lees, skryf, dink en redeneer) te kan begelei;</li> <li>• gepaste assesseringsmetodes te kan implementeer deur middel waarvan leerders in graad 7 tot 12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word;</li> <li>• verworwe kennis oor die interpretasie en vereiste implementering van die NKV's en ander departementele dokumentasie te kan gebruik om kreatiewe geïntegreerde lesse waarbinne die klem op bepaalde leeruitkomste (lees, skryf, dink en redeneer) geplaas word, saam te stel;</li> <li>• in staat te wees om leer op so 'n wyse te fasiliteer dat skoolleerders bemagtig word om as verantwoordelike landsburgers te funksioneer</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: AFRE111</b>		<b>NQF-Level:</b>
<b>Title: ONDERWYSAFRIKAANS: 'n ONDERWYSGERIGTE OORSIG OOR DIE AFRIKAANSE LITERÊRE WÊRELD</b>		
<b>Module Outcomes:</b> Module uitkomst: Na afloop van hierdie module behoort die student: <ul style="list-style-type: none"> <li>• bewys te kan lewer van die kennis en insig wat hy/sy van die Afrikaanse literêre wêreld asook van vakterme en -begrippe oor die Afrikaanse letterkunde bekom het as onderbou vir die fasilitering van die leerarea Tale: Afrikaans binne konteks van die Nasionale Kurrikulumverklaring;</li> <li>• bewys van sy/haar literêr-teoretiese kennis te demonstreer deur literêre tekste as produkte van bepaalde strominge of tydvakke te beskou en motiveer;</li> <li>• etiese en lewensbeskoulike aspekte by die beoordeling van literêre werke in ag te kan neem; en</li> <li>• uit die verskillende literatuurbenaderings wat deur studente van die literatuur gevolg is in verskillende tydperke 'n werkwyse te kan vind wat die beste resultate vir jou as Afrikaansonderwyser sal bied.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRE121</b>		<b>NQF-Level:</b>
<b>Title: ONDERWYSAFRIKAANS: ONDERWYSGERIGTE AFRIKAANSE TAALPRAKTYK</b>		
<b>Module Outcomes:</b> Na afhandeling van die module behoort die student: <ul style="list-style-type: none"> <li>• binne die konteks van die Nasionale Kurrikulum'n fundamentele kennis van die Afrikaanse taalkunde, rakende spelling en interpunksie, norme, semantiek en woordeboekgebruik te kan demonstreer;</li> <li>• bewys te kan lewer van kennis van en insig toon in die gebruiksfunksies van Standaardafrikaans, veral binne die skoolsituasie, maar ook binne die gemeenskap;</li> <li>• probleemoplossend verslag te kan doen oor Afrikaans as kommunikasiemedium en hoe dit by leerders binne 'n multikulturele en multitalige konteks gestimuleer en bevorder kan word;</li> <li>• as vakspecialis wetenskaplik te kan redeneer oor die waarde van die korrekte gebruik van die Afrikaanse taalsisteem.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRE211</b>		<b>NQF-Level:</b>
<b>Title: ONDERWYSAFRIKAANS: Poësie en linguistiek vir opvoeders</b>		
<b>Module Outcomes:</b> Na voltooiing van hierdie module behoort die student: <ul style="list-style-type: none"> <li>• bewys te kan lewer van grondige kennis van die verskillende periodecodes binne die Afrikaanse poësie (1900-1960) en die eieaard van die poësie van individuele verteenwoordigers van bepaalde periodecodes, sowel as van sleutel terme en -konsepte binne die veld van die poësie;</li> <li>• bewys te kan lewer van grondige kennis van en toepassingsvaardighede ten opsigte van skoolprogramrelevante aspekte van die Afrikaanse fonetiek, fonologie, morfologie, semantiek, sintaksis en tekslinguistiek, sowel as van sleutel terme binne elkeen van hierdie subwetenskappe;</li> <li>• oor die vaardigheid te beskik om 'n vergelykende sintese te maak van die verskillende periodecodes binne die Afrikaanse poësie (1900-1960), en om die kenmerke van bepaalde periodes binne die Afrikaanse poësie in individuele gedigte te identifiseer, te vergelyk en te beskryf;</li> <li>• op wetenskaplik-verantwoordbare wyse verslag te kan lewer van selfstandige studie oor 'n bepaalde periodekode, oor die oeuvre en die idiosinkrasieë van die poëtiese werkswyse van 'n bepaalde digter;</li> </ul>		

<ul style="list-style-type: none"> <li>• in staat te wees om leer in verband met periodekode binne die Afrikaanse poësie, oor die eieaard van die poësie van individuele digters en oor skoolprogramrelevante aspekte van die Afrikaanse fonetiek, fonologie, morfologie, semantiek, sintaksis en tekslinguistiek in die skoolsituasie te fasiliteer;</li> <li>• die waarde van kennis van die genoemde subdissiplines van die taalkunde vir taalonderwysers te kan insien en respek te toon vir die ryke verskeidenheid en die gehalte van die Afrikaanse poësie;</li> <li>• bewys kan lewer van eerlikheid en verantwoordelike bestuur van leeraktiwiteite en studie.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRE221</b>		<b>NQF-Level:</b>
<b>Title: ONDERWYSAFRIKAANS: Diverse literêre tekste</b>		
<b>Module outcomes:</b> Na afloop van hierdie module behoort die student: <ul style="list-style-type: none"> <li>• die wesen aard van kinder- en jeugliteratuur beredenerend te kan omskryf en kundigheid ten opsigte van relevante teorieë binne hierdie genre te demonstree;</li> <li>• die vergestaltung van die narratiewe manifestasies binne 'n verskeidenheid kinder- en jeugtekste te kan beskryf en die funksies daarvan te kan vasstel en evalueer;</li> <li>• teoretiese en praktiese aspekte van die eieaard van die dramagenre in voorbeelddramas te kan identifiseer en beoordeel;</li> <li>• bewys te lewer van vaardighede om geselekteerde (veral skoolprogramverwante) Afrikaanse tekste van verskillende genres (insluitend jeugliteratuur) as literêre tekste in die onderrig daarvan te kan ontsluit;</li> <li>• die teksanalitiese vaardighede wat verwerf is, te kan toepas om leerders in die skoolsituasie te kan lei tot begrip van en waardering vir 'n verskeidenheid literêre tekste.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AFRE311</b>		<b>NQF-Level:</b>
<b>Title: ONDERWYSAFRIKAANS: Onderwysgerigte literêr-teoretiese teksontsluiting</b>		
<b>Module Outcomes:</b> Na afloop van hierdie module behoort die student: <ul style="list-style-type: none"> <li>• bewys te kan lewer van die kennis en insig wat hy/sy van literêr-teoretiese aspekte bekom het vir die fasilitering van letterkunde in die leerarea Tale: Afrikaans binne konteks van die Nasionale Kurrikulumverklaring;</li> <li>• kennis van en insig in vakterme- en begrippe in die Afrikaanse letterkunde te demonstree met behulp waarvan skoolleerders tot begrip en genot van 'n poësie- prosa- of dramateks begelei kan word;</li> <li>• 'n breë literêr-historiese perspektief op die dramagenre te kan demonstree deur enkele belangrike aspekte in die ontstaan en ontwikkeling van die drama te kan beskryf met verwysing na die verskillende tradisies, die tipes dramatekste en die eienskappe daarvan in verskillende tydperke;</li> <li>• kennis van die Afrikaanse literêre wêreld en literêr-teoretiese aspekte toe te pas om geselekteerde (veral skoolprogramverwante) Afrikaanse tekste van verskillende genres as literêre tekste te kan ontsluit;</li> <li>• 'n waarde-beoordeling van literêre tekste te kan doen, ook ten opsigte van die teenwoordigheid van bepaalde aktualiteite daarin, ter voorbereiding vir die saamstel van geskikte leermateriaal vir letterkunde-onderrig op skool.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> Deurlopende assessering 50 % 1x2½ uur geskrewe eksamen 50 %3		



<b>Module Code: AFRE321</b>		<b>NQF-Level:</b>
<b>Title: ONDERWYSAFRIKAANS: SOSIOLINGUISTIEK VIR OPVOEDERS</b>		
<p><b>Module Outcomes:</b> Na voltooiing van hierdie module behoort die student:</p> <ul style="list-style-type: none"> <li>• bewys te kan lewer van volronde en sistematiese kennis van sosiaal-geïnspireerde variasie binne Afrikaans en van die eksterne en interne ontwikkelingsgeskiedenis van Afrikaans, sowel as van relevante vakterme, konsepte en teorieë binne die veld van die sosiolinguistiek en die diachroniese taalkunde;</li> <li>• in staat te wees om sosiolinguistiese konsepte en vakterme te gebruik om aspekte van sosiale kommunikasiesituasies te analiseer, beskryf en krities te beoordeel;</li> <li>• navorsingsresultate en teorieë oor skoolverwante aspekte van die sosiolinguistiek te interpreteer en krities te beoordeel;</li> <li>• verskillende aspekte van en teorieë oor die ontwikkelingsgeskiedenis van Afrikaans te analiseer ten einde tot 'n samehangende sintese en eie standpunt daaroor te kom;</li> <li>• die gepastheid van Standaard- en Niestandaardafrikaanse registerspesifieke taalgebruiksvorme binne multi-kulturele skool-situasies met behulp van konsepte en teorieë uit die veld van die sosiolinguistiek, en op grond van verworwe sistematiese kennis van verskillende opvattinge oor die ontwikkelingsgeskiedenis van Afrikaans, krities te kan beoordeel;</li> <li>• ten opsigte van die sosiolinguistiek en diachroniese taalkunde oor goedontwikkelde inligtingontsluitingsvaardighede en wetenskaplik verantwoorde aanbiedingsvaardighede te beskik;</li> <li>• binne verskillende skoolkontekste 'n ingeligte en simpatieke waardebeoordeling van bepaalde sosiaal-geïnspireerde taalgebruiks- en taalgebruikersvorme kan doen, en met inagneming van relevante taalpolitieke kwessies en van sy/haar hoorders, te kan verwoord;</li> <li>• bewys kan lewer van sy/haar respek vir alle variëteite van Afrikaans as die hartstale van die sprekers daarvan, sowel as van die sy/haar kundigheid oor die sterk verband tussen sosiale en taaloordele.</li> <li>• bewys te kan lewer van 'n basiese kennis van verantwoordelike ontwerp en ontwerpgeletterdheid, en ontwerp in kulturele, omgewings- en sakekonteks te kan verstaan, en om te kan erken dat verskillende waardestelsels en tradisies die ontwikkeling van Afrika- en Suid-Afrikaanse ontwerp beïnvloed het;</li> <li>• kunsmateriaal en ontwerpvaardighede te kan verken en met 'n verskeidenheid kunsmateriale, metodes, toerusting en tegnieke — óf individueel óf in samewerking met andere — te kan eksperimenteer om met 'n ontwerpoplossing voor 'n dag te kom;</li> <li>• bewys te kan lewer van basiese onafhanklike denkvaardighede en van 'n bewustheid van hoe ontwerp die fisiese en sosiale omgewing vorm; die wyses waarop ontwerp benut kan word om die samelewing te bevoordeel, te verstaan en te verduidelik; en bewys te kan lewer van 'n bewustheid van sommige van die wyses waarop ontwerpprodukte en –dienste bemark word;</li> <li>• bewys te kan lewer van selfdisipline, die vermoë om u eie werk te kan beplan, organiseer en bestuur, tyd te kan bestuur, u aan 'n taak en inisiatief te kan toewy en dat u die gesondheids- en omgewingsimplikasies wat aan die gebruik van kunsmateriale gekoppel is, verstaan.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: AGLA 111</b>		<b>NQF-Level:</b>
<b>Title: INLEIDING TOT AKADEMIESE GELETTERDHEID</b>		
<b>Module Outcomes:</b> Na suksesvolle voltooiing van die module sal die student in staat wees om: <ul style="list-style-type: none"> <li>• oor basiese kennis te beskik van akademiese woordeskat en register asook die lees en skryf van akademiese tekste en dit toe te pas ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• op gepaste wyse binne 'n akademiese omgewing effektief mondelings en skriftelik te kan kommunikeer;</li> <li>• basiese akademiese tekste te verstaan, interpreteer, evalueer en op koherente wyse toepaslike akademiese genres te kan skryf deur gebruik te maak van akkurate en toepaslike akademiese konvensies;</li> <li>• en binne 'n etiese raamwerk akkuraat, vlot en toepaslik te kan luister, praat, lees en skryf.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AGLA 121</b>		<b>NQF-Level:</b>
<b>Title: AKADEMIESE GELTTERDHEID</b>		
<b>Module Outcomes:</b> Na suksesvolle voltooiing van die module sal die student in staat wees om: <ul style="list-style-type: none"> <li>• oor fundamentele kennis te beskik om toepaslike rekenaarprogramme, leer-, luister-, lees- en skryfstrategieë toe te pas, akademiese taalregister te gebruik en akademiese tekste te lees en te skryf, ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• as 'n individu en as lid van 'n groep effektief mondelings en skriftelik op 'n etiese verantwoordelike en toepaslike wyse te kan kommunikeer in 'n akademiese omgewing; en</li> <li>• 'n verskeidenheid relevante wetenskaplike inligting binne 'n verskeidenheid studieterreine as individu en in groepsverband te soek en versamel, tekste te ontleed, te interpreteer, te evalueer en op koherente wyse te sintetiseer en oplossings voor te stel in toepaslike akademiese genres deur gebruikmaking van linguistiese konvensies soos gebruik in formele taalregisters</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: AGLE111</b>		<b>NQF-Level:</b>
<b>Title: INTRODUCTION TO ACADEMIC LITERACY</b>		
<b>Module Outcomes:</b> On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>• As an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• As an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: AGLE121</b>		<b>NQF-Level:</b>
<b>Title: ACADEMIC LITERACY</b>		
<b>Module Outcomes:</b> On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: BSTD321</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION METHODOLOGY</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• have a well-rounded finishing and systematic knowledge base of basic Business Studies didactical aspects including lesson planning and learning programme development, with an informed notion of key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes relevant to Business Studies 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 and learning programme development 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 students in the classroom situation by using individual or group methods.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: BSTD411</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES METHODOLOGY</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;</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; 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> </ul>		

<ul style="list-style-type: none"> <li>effectively communicate Business Studies didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: BSTE111</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION</b>		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to the concept of entrepreneurship and the development of business plans;</li> <li>gather, organise, interpret and present information related to concepts of marketing and financing;</li> <li>demonstrate an informed understanding of the business environment and business studies as well as the operating of a business enterprise in the South African economy; and</li> <li>present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: BSTE121</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION</b>		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to entering the formal business sector, the concept of management and the development of management styles;</li> <li>gather, organise, interpret and present information related to international business plan and the concepts of management;</li> <li>demonstrate an informed understanding of the e-business and the business environment to be able to address theoretical issues surrounding Business studies, but also to use this to solve practical scenarios; and</li> <li>to present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION</b>		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>have a sound understanding of key terms, rules, concepts, established principles and theories with reference to the business environment and business management with a solid knowledge base regarding entry strategies of a business;</li> <li>gather, organise, make a critical analysis and also interpret information about forms of ownership;</li> <li>communicate information coherently and reliably, individually or as part of a group; and</li> <li>select information and develop the necessary presentation skills using appropriate technologies according to the social environment he/she operates in as well as comply with business ethics.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code: BSTE221</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION</b>		
<b>Module Outcomes:</b> After completion of this module you should be able to: <ul style="list-style-type: none"> <li>• have a sound understanding of key terms, rules, concepts, established principles and theories with reference to general management;</li> <li>• have a solid knowledge base regarding basic planning principles and organizing;</li> <li>• gather, organize, make a critical analysis and interpret information</li> <li>• communicate information coherently and reliably, individually or as part of a group;</li> <li>• select information and develop the necessary presentation skills using appropriate technologies</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: BSTE311</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• have a well-rounded finishing and systematic knowledge base of the marketing function, marketing instruments, the integrated marketing strategy, external relations, the financial function and management and asset management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management;</li> <li>• identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, 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 ethically, coherently and reliably to students in the classroom situation by using individual or group methods.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: BSTE 321</b>		<b>NQF-Level:</b>
<b>Title: BUSINESS STUDIES FOR EDUCATION</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• have a well-rounded finishing and systematic knowledge base of financial decisions, the operational function and management, procurement management and activities and the challenges in business management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management;</li> <li>• identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, 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 ethically, coherently and reliably to students in</li> </ul>		

the classroom situation by using individual or group methods.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATD321</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL COMPUTER APPLICATIONS METHODOLOGY: FET PHASE</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge of policy documents for Computer Applications Technology in the FET phase;</li> <li>• demonstrate practical skills in the planning, presentation and assessment of both practical and theoretical lessons in Computer Applications Technology;</li> <li>• Be able to integrate, communicate and apply existing knowledge and skills in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATD411</b>		<b>NQF-Level:</b>
<b>Title: COMPUTER APPLICATIONS METHODOLOGY: FET PHASE</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge with extensive comprehension of the policy documents for Computer Applications Technology in the FET phase;</li> <li>• demonstrate practical skills in the planning, presentation and assessment of both theoretical and practical lessons in Computer Applications Technology;</li> <li>• demonstrate the ability to apply the principles of teaching-learning in Computer Applications Technology in the FET phase; and</li> <li>• be able to demonstrate and evaluate the use of different learning material for Computer Applications Technology.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATE111</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY: BASIC COMPUTER CONCEPTS</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and understanding of the general concepts of information technology, different computer systems and the components, characteristics and basic operation of a computer;</li> <li>• demonstrate skills in doing troubleshooting of simple end-user computer-related hardware and software problems;</li> <li>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and</li> <li>• demonstrate understanding of issues related to the impact of information and communication technologies on the environment and society in a global context.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: CATE121</b>		<b>NQF-Level:</b>
<b>Title: COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: ELEMENTARY WORD PROCESSING</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge about the accountable use of input devices and a word processing program;</li> <li>• make use of case studies to demonstrate keyboarding skills and practical skills in elementary word processing functions;</li> <li>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and</li> <li>• demonstrate understanding of issues related to the use of e-documents.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATE 211</b>		<b>NQF-Level:</b>
<b>Title: COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: ADVANCED WORD PROCESSING</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and extended comprehension of input devices, a word processing programme and the didactical aspects of the unique teaching methods for Computer Applications Technology with special reference to inclusive education;</li> <li>• demonstrate practical skills in the application of advanced word processing functions by using relevant case studies; and</li> <li>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATE 221</b>		<b>NQF-Level:</b>
<b>Title: COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: SPREADSHEETS</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and extended understanding of the general concepts of a spreadsheet program in teaching-related examples;</li> <li>• demonstrate profound skills in reliable design, editing, formatting and management of spreadsheets and charts as well as applicable problem-solving skills ,in groups or individual, with the aid of a spreadsheet package;</li> <li>• Demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATE 311</b>		<b>NQF-Level:</b>
<b>TITLE: COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: PRESENTATIONS, DESKTOP PUBLISHING AND WEB DESIGN</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate adequate knowledge of the use of software suitable for presentations, desktop publishing and webpage design;</li> <li>• demonstrate practical skills and design principals in using presentations, desktop publishing and webpage design and the ability to integrate these applications with other</li> </ul>		

application software; <ul style="list-style-type: none"> <li>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and</li> <li>• demonstrate the ability to evaluate various sources in order to acquire information to use in presentations, desktop publishing and webpage design.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CATE 321</b>		<b>NQF-Level:</b>
<b>Title: COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: DATABASES AND DATA COMMUNICATION</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge with extensive understanding of the design and management of a database, different types of networks, communication media and products as well as the handling of data in a network;</li> <li>• demonstrate practical skill regarding the design and management of a database as well as the ability to compare and evaluate different network topologies and network media;</li> <li>• demonstrate the skill to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and</li> <li>• be able to critically evaluate data communication and transfer technologies as are currently in general use.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CMPF111</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL COMPUTER LITERACY</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of personal computer systems, application software and information and communication skills;</li> <li>• demonstrate practical skills regarding the use of a word processing program, spreadsheet program and presentation program as they are applied in teaching;</li> <li>• demonstrate problem-solving abilities in the practical application of application software in the teaching-learning situation; and</li> <li>• demonstrate knowledge of the use and integration of computers in the teaching-learning situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTED211</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY METHODOLOGY</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the National Curriculum Statement policy of Civil Technology for education in the Further Education and Training phase;</li> <li>• demonstrate the knowledge and skills in problem-based teaching approaches; and demonstrate the ability to plan appropriate technology lessons according to the unique technological process that is used as the organising concept.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		



<b>Module Code: CTED321</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY METHODOLOGY</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate competence regarding curriculum development in the field of Civil Technology for Education;</li> <li>• apply and discuss suitable types of assessment strategies in the different task types of an Civil Technology for Education lesson; and</li> <li>• design and compile portfolios for both learners and educators in Civil Technology for Education.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTED421</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY METHODOLOGY</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a verbal awareness and understanding of the safety aspects applicable in the classroom, workshop and on-site visits during practical sessions;</li> <li>• design and compile portfolios for both learners and educators in Civil Technology for Education; and</li> <li>• adequately demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compiling and presentation of a Civil Technology for Education project.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTEE211</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY FOR EDUCATION</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge by identifying the correct tools for the specific work;</li> <li>• demonstrate the ability to use electrical hand tools and machinery in woodwork and implement the correct safety procedures;</li> <li>• explain the terminologies of bricklaying;</li> <li>• explain and identify problems that are normally associated with the failing of foundations on certain soil formations; and</li> <li>• demonstrate the ability to communicate their points of view in writing.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTEE221</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY FOR EDUCATION</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge in choosing, designing and making the correct woodwork joints in practical work sessions;</li> <li>• explain all relevant terminologies that occur in the field of study; and</li> <li>• explain and express their basic knowledge concerning concrete, concrete mixtures and the curing of different aggregate mixtures.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: CTEE311</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY FOR EDUCATION</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate their knowledge by designing, planning and drawing house plans;</li> <li>• show a thorough knowledge of, and describe, choose and design appropriate roofs and roof trusses for different structures;</li> <li>• analyse and explain their knowledge concerning the behaviour of different soils;</li> <li>• explain and express their well-founded knowledge concerning structures that match the soil's shortcomings; and</li> <li>• communicate and demonstrate, in writing and sketching, their points of view.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTEE321</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY FOR EDUCATION</b>		
<b>Module Outcomes:</b> Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate their knowledge by discussing and designing different aspects of the construction of basements and gravity walls;</li> <li>• show a thorough knowledge of, and describe the method of designing columns and beams;</li> <li>• discuss and compare various aspects of constructions based on site visits and digital photos;</li> <li>• analyse and explain knowledge concerning sanitary components and installation; and explain and express well-founded knowledge concerning the importance of managing sanitary works and the utilisation of natural water supply.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTEE411</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY FOR EDUCATION</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• analyse and demonstrate profound knowledge concerning different and advanced designing principles of structures and buildings by using principles of strength and mechanics;</li> <li>• analyse, use and explain their profound and systematic approach to calculate materials needed for completing structures by implementing principles of quantity surveying; and</li> <li>• by means of research, verbally communicate, in well-formulated arguments, the problems and solutions that usually occur in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: CTEE421</b>		<b>NQF-Level:</b>
<b>Title: CIVIL TECHNOLOGY FOR EDUCATION</b>		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a systematic and thorough approach towards different theories that can be applied in practice referring to mechanical principles;</li> <li>• demonstrate a well-rounded and profound knowledge concerning strength of materials; and</li> <li>• demonstrate and communicate profound knowledge and skills concerning surveying.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>MODULE CODE: ECOD321</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS METHODOLOGY</b>		
<p><b>Module Outcomes:</b> 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 of lesson planning, student programme development, teaching aids and teaching management of the subject didactics of Economics and have a sound understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Economics according to the National Curriculum Statement;</li> <li>• gather, organise, make a critical analysis and interpret information regarding Economics didactics concepts and have the ability to deal with unfamiliar concrete and abstract information using theory-driven arguments and IT skills appropriately;</li> <li>• communicate coherently and reliably in individual or group context about the steps in the economic development through the ages and to present information effectively with the aid of IT skills; and</li> <li>• use the knowledge and skills that you have mastered in this module effectively to teach it in future to students according to ethically established norms and values.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ECOD411</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS METHODOLOGY</b>		
<p><b>Module Outcomes:</b> 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;</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 planning and preparation of Economics lessons using IT-skills and coherently and validly communicate 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 students using the Outcomes-Based Educational approach and implement norms and values prescribed by the Education Department</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ECOE111</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 1)</b>		
<p><b>Module Outcomes:</b> After completion of this module student should be able to:</p> <p>have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to the concept of economics, the economic problem and the measuring of the performance of the economy</p> <p>and gather, organize, interpret and present information related to scarcity, choice, opportunity costs, micro- and macro economics, positive- and normative economics, national income, determining national income, the uses of national income figures and the methods of increasing national income</p> <p>demonstrate an informed understanding of the consumer and the producer, the production- and distribution issue, as well as the mutual dependence between the important sectors,</p>		

<p>markets and flows in a mixed economy and the development and performance of the South African economy</p> <p>to present related information coherently and reliably in order to, in the future, use the knowledge and skills you mastered in this module to effectively and according to ethical established values, instruct your future learners.</p> <p>and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields</p>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ECOE121</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2)</b>		
<p><b>Module Outcomes:</b> After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of labour, mass production, the population and labour force of the RSA, price formation, elasticity and economic stability and demonstrate an informed understanding of the reading and interpretation of graphs and the concepts of business cycles and inflation;</li> <li>• gather, organise, interpret and present information related to this and strategical resources in South Africa and the related concepts wants (needs), utility, value, demand, supply and market equilibrium;</li> <li>• effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and</li> <li>• present related information coherently and reliably, and to use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values to students.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ECOE211</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS FOR EDUCATION: MICRO-ECONOMICS</b>		
<p><b>Module Outcomes:</b> After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• Have a sound understanding of key terms, rules, concepts, established principles and theories with reference to demand and supply in action, interference from government, perfect and imperfect competitive markets and also be able to indicate changes in demand and supply;</li> <li>• have a solid knowledge base regarding the theory of consumer choice and economic and regional development</li> <li>• gather, organise, make a critical analysis and also interpret information regarding utility, consumer equilibrium, the monopoly, monopolistic competition, the oligopoly and market equilibrium;</li> <li>• coherently and reliably communicate information regarding the theory of production, cost, urbanisation and the informal sector, individually or as part of a group;</li> <li>• select information regarding basic cost and profit concepts and production and cost on both the short and long term and develop the necessary presentation skills using appropriate technologies; and</li> <li>• use the knowledge and skills you have mastered in this module in future to teach it effectively and according to ethically established norms and values to your learners.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: ECOE221</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS FOR EDUCATION: FROM MICRO-TO MACRO-ECONOMICS</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• have a sound understanding and a solid knowledge base of key terms, rules, concepts, established principles and theories with reference to the labour market, labour as a production factor, perfect- and imperfect competitive labour markets, wage differences, macroeconomic aspects of the labour market, the public sector, taxation and fiscal policy, labour relations, market- and government failure, public- and private ownership and functions of the state;</li> <li>• to gather, organise, make a critical analysis and interpret information regarding the labour problem, trade unions in the RSA, the role of the state in production, government expenditure and the financing of government expenditure;</li> <li>• communicate information with reference to the monetary sector, the concepts of tax, requirements of a good tax system and types of tax coherently and reliably individually or as part of a group and to select information with reference to money and money-associated instruments, the South African Reserve Bank, the monetary policy framework in South Africa and the budget and develop the necessary presentation skills using appropriate technologies; and</li> <li>• use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values to students.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ECOE311</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS FOR EDUCATION: MACRO-ECONOMIC PROBLEMS (PART 1)</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Show an informed understanding of key terms, rules, concepts, principles and theories with reference to international trade, poverty, economic integration and productivity and dispose of a finished and systematic knowledge basis of economically related questions, elementary Keynesian macro-economic models and macro-economic theory and policy;</li> <li>• to gather, organise, critically analyse and interpret information with reference to economic integration, international trade, poverty, productivity and the economic policy of the state and possess the ability to deal with unfamiliar and abstract information in connection with elementary Keynesian macro-economic models by making use of graphs and theory-driven arguments;</li> <li>• Communicate coherently and reliably in the above-mentioned regard in individual or group context and to present information effectively with the aid of IT skills;</li> <li>• use the knowledge and skills that you mastered in this module in the future to effectively teach it to your students according to ethically established norms and values.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ECOE321</b>		<b>NQF-Level:</b>
<b>Title: ECONOMICS FOR EDUCATION: MACRO-ECONOMIC PROBLEMS (PART 2)</b>		
<b>Module Outcomes:</b> After completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base of unemployment and economic growth and development and demonstrate an informed understanding of key terms, rules, concepts, principles and theories with regard to the causes, effects and measurement of inflation;</li> <li>• interact with unfamiliar and abstract information in respect of the nature and calculation of price indices by using unfamiliar calculation methods and theory-driven arguments and to collect, organise, critically analyse and interpret information with regard to the importance</li> </ul>		

of tourism in a country's economy; • communicate coherently and reliably in individual or group context about the steps in the economic development through the ages and to present information effectively with the aid of IT skills; and • use the knowledge and skills that you have mastered in this module effectively to teach it in future to students according to ethically established norms and values.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC112</b>		<b>NQF-Level:</b>
<b>Title: PROFESSIONAL STUDIES</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a fundamental knowledge of the relationship between education, teaching and learning as it manifests itself in classroom activities (instructional planning and implementation) Use pre-prepared observational instruments to identify major school and routine administrative activities and communicate observational findings on selected aspects in a written report, as well as in oral presentation</li> <li>• Demonstrate knowledge and understanding of teaching as a profession</li> <li>• Design and implement educational media/technologies for this level of study</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC 113</b>		<b>NQF-Level:</b>
<b>Title: BASIC INTRODUCTION TO EDUCATION</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of what philosophy/ philosophy of education is by identifying the essential questions to be considered when developing a philosophy of education and describing the purposes of a philosophy of education;</li> <li>• identify and explain the perennial categories of philosophy, namely ontology, cosmology, anthropology and epistemology;</li> <li>• demonstrate fundamental knowledge of the philosophical foundations of outcomes-based education;</li> <li>• formulate an own philosophy of life/education;</li> <li>• describe the historical framework of the South African education system and to write down lessons learned;</li> <li>• demonstrate the ability of problem solving through dialogue to clarify own values and beliefs and analyze moral and spiritual issues and dilemmas in education</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC123</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL CURRICULUM DEVELOPMENT</b>		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• motivate the incentives and socio-historical dimensions for curriculum change against the South-African background;</li> <li>• demonstrate fundamental knowledge with regard to the philosophical underpinnings and principles of curriculum;</li> <li>• identify and explain the components of the curriculum;</li> <li>• discuss the interdependence and interaction between the components of curriculum development;</li> <li>• interpret the Curriculum and Assessment Policy Statement;</li> <li>• demonstrate the skills of developing lesson plans;</li> </ul>		

<ul style="list-style-type: none"> <li>to describe the role of the educator as dynamic agent of curriculum development.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC124</b>		<b>NQF-Level:</b>
<b>Title: WORK INTEGRATED LEARNING</b>		
<b>Module Outcomes:</b> Upon completion of this module, he student should be able to: <ul style="list-style-type: none"> <li>apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training</li> <li>describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment</li> <li>demonstrate the ability to form professional relationships</li> <li>develop and use observational skills, analyse observation data and reflect on the work-related training experience</li> <li>demonstrate the ability to be a professional teacher in SA.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC212</b>		<b>NQF-Level:</b>
<b>TITLE: PROFESSIONAL STUDIES</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>a solid knowledge base in teaching and learning within a structured and formal outcomes-based environment, with reference to different learning facilitation skills and strategies, as well as assessment;</li> <li>a sound understanding of the behaviourist and information processing theories in particular, and ensuing principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;</li> <li>individually and in group work, the ability to present a theoretical-based motivation for teaching and assessment strategies suitable to a specific learning environment and school phase;</li> <li>the ability to reinforce the principles and practice of lesson planning with a given format and assessment criteria, and using the most effective instructional skills for a specific teaching-learning environment; and</li> <li>the integration of a personal value system in lesson-planning, assessment strategies and instructional skills.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC213</b>		<b>NQF-Level:</b>
<b>Title: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of global perspectives in Community educational psychology;</li> <li>demonstrate a fundamental knowledge of theoretical underpinnings of Community educational psychology;</li> <li>understand the practical applications of Community educational psychology in South African school and classroom contexts with specific reference to Inclusive Education and Health promoting schools;</li> <li>demonstrate fundamental knowledge and understanding of human development from birth to late adolescence;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of physical, neurological and intellectual barriers to learning;</li> <li>• demonstrate the competence to apply the knowledge to identify physical, neurological and intellectual barriers to learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC 222</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL PSYCHOLOGY</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge of the theoretical underpinnings for the development of health promoting schools;</li> <li>• demonstrate a solid knowledge and understanding of the psycho-social dynamics of a classroom;</li> <li>• demonstrate the competencies to apply knowledge, skills and attitudes for the development of supportive classroom environments;</li> <li>• demonstrate fundamental knowledge of emotional, behavioural and social barriers to learning; demonstrate competencies to identify emotional, behavioural and social barriers, and demonstrate solid knowledge and understanding of serious learner misconduct and legal implications of dealing with such misconduct.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: EDCC223</b>		<b>NQF-Level:</b>
<b>Title: WORK INTEGRATED LEARNING</b>		
<b>Module Outcomes:</b> <ul style="list-style-type: none"> <li>• Upon completion of this module, the student should be able to:</li> <li>• apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training</li> <li>• describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment</li> <li>• demonstrate the ability to form professional relationships</li> <li>• develop and use observational skills, analyse observation data and reflect on the work-related training experience</li> <li>• demonstrate the ability to be a professional teacher in SA</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC312</b>		<b>NQF-Level:</b>
<b>Title: PROFESSIONAL STUDIES</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills;</li> <li>• demonstrate a well-rounded knowledge of and ability to take into consideration, the variables that influence student performance such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioral variables and task variables (M);</li> <li>• demonstrate a well-rounded knowledge and ensuing skills in the choice, planning and implementation of indirect teaching strategies (P, VTC, M);</li> <li>• plan and conduct outcomes-based assessment strategies (M, P, VTC);</li> </ul>		



<ul style="list-style-type: none"> <li>develop outcomes-based learning materials (M).</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC 313</b>		<b>NQF-Level:</b>
<b>Title: INCLUSIVE EDUCATION</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>demonstrate well-rounded knowledge of the practical implications of the implementation of inclusive education and of strategies for the accommodation of learners with specific barriers to learning in different classroom contexts;</li> <li>to implement the SIAS-process; to collaborate with parents and other support professional role players in the support process; to integrate and apply well-rounded knowledge and basic skills to accommodate attitudes developed through reflective and creative thinking to support learners with specific barriers in different classroom contexts;</li> <li>understand the value of inclusive education for the enhancement of an inclusive society and the provision of quality education for all and demonstrate an appropriate attitude and understanding towards learners, educators and parents involved in the support process.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC321</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL MANAGEMENT</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>Prove insight into the concept and relevance of education management;</li> <li>analyse and discuss the various management tasks of an educator;</li> <li>demonstrate an understanding of the nature and practice of classroom management;</li> <li>demonstrate expertise concerning the concept and related themes of leadership and management in education; and</li> <li>develop management and leadership skills applicable to a diverse and changing national and international context.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC322</b>		<b>NQF-Level:</b>
<b>Title: WORK INTEGRATED LEARNING</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training</li> <li>describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment</li> <li>demonstrate the ability to form professional relationships</li> <li>develop and use observational skills, analyse observation data and reflect on the work-related training experience</li> <li>demonstrate the ability to be a professional teacher in SA</li> <li>display thorough knowledge of and appropriate skills with regard to administrative and management requirements</li> <li>know the basic principles of school organisation and administration</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: EDCC411</b>		<b>NQF-Level:</b>
<b>Title: EDUCATION LAW</b>		
<b>Module Outcomes:</b> After completion of this module, the student teacher should be able to contribute to quality education in a diverse community by having obtained the following competencies: <ul style="list-style-type: none"> <li>• Being familiar with legislation as a source of Education Law and being able to act in accordance with relevant legal prescriptions;</li> <li>• Being familiar with the legal prescriptions for the educator's conduct in terms of the Code of Professional Ethics (of SACE) and be able to act in accordance with it's provisions;</li> <li>• Being able to correctly interpret and apply rights as enshrined in the Bill of Rights in the Constitution of the Republic of South Africa, to protect and promote children's rights in schools, to teach learners a positive attitude with regard to their own rights and responsibilities as well as that of others, and to be able to respect the rights of others;</li> <li>• Being able to handle learner discipline in accordance with the principles and provisions of Education Law;</li> <li>• Understanding and being able to apply the educator's duty of care towards learners and being able to apply aspects of delictual liability in case studies; and</li> <li>• Being familiar with relevant aspects of Labour Law in education.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC412</b>		<b>NQF-Level:</b>
<b>Title: PROFESSIONAL STUDIES</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate the competence of effective recording and recordkeeping.</li> <li>• demonstrate the competence to provide effective feedback on assessments</li> <li>• review Assessments</li> <li>• demonstrate effective and advanced strategies as mediator of authentic learning situations and reflect on own teaching (M).</li> <li>• develop his/her own strategic teaching-learning approach (P, VTC).</li> <li>• design, plan, select and interpret relevant learning materials (M).</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDCC421</b>		<b>NQF-Level:</b>
<b>Title: EDUCATIONAL SYSTEMS</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• define and analyse the nature and aims of the education system;</li> <li>• outline the historical development of the South African education system;</li> <li>• explain the structure of the education system by distinguishing the four components;</li> <li>• demonstrate the influence and implications of various determinants on the education system;</li> <li>• describe and critically analyse relevant debates and controversies in contemporary education systems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: EDCC422</b>		<b>NQF-Level:</b>
<b>Title: WORK INTEGRATED LEARNING</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• apply the theoretical knowledge they have obtained in the different professional studies modules in work related training</li> <li>• describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment</li> <li>• demonstrate the ability to form professional relationships</li> <li>• develop and use observational skills, analyse observation data and reflect on the work-related training experience</li> <li>• demonstrate the ability to be a professional teacher in SA</li> <li>• identify problems related to discipline and take appropriate steps to solve these problems</li> <li>• display thorough knowledge of and appropriate skills with regard to administrative and management requirements</li> <li>• have basic knowledge of mentoring and be able to demonstrate it</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EDTM321</b>		<b>NQF-Level:</b>
<b>Title: ENVIRONMENTAL EDUCATION: INTRODUCTION TO ENVIRONMENTAL EDUCATION</b>		
<b>Module Outcomes:</b> Upon completion of this module a student will be able to: <ul style="list-style-type: none"> <li>• Demonstrate proof of basic knowledge and an informed understanding of some of the Environmental Education concepts;</li> <li>• analyse and apply some activities and skills that can engage young learners;</li> <li>• demonstrate proof of the ability to solve well defined problems; and</li> <li>• Display responsible conduct while continuously developing your role as a teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDD211</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN: SENIOR PHASE</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• explain the rationale of Engineering Graphics and Design as a subject;</li> <li>• demonstrate a basic knowledge of the relevant curriculum; and</li> <li>• demonstrate the ability to plan lessons according to the unique methodology of Technology</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDD321</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN METHODOLOGY</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate competence regarding curriculum development in the Engineering Graphics and Design field.</li> <li>• Apply and discuss suitable types of assessment strategies in the different task types of an Engineering Graphics and Design lesson.</li> <li>• Design and compile portfolios for both students and educators.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: EGDD411</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN METHODOLOGY:FET-PHASE</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• have sound knowledge of the Turbo Computer Aided Drawing programme;</li> <li>• be able to create two dimensional drawings and three dimensional wire frame models and solids; and</li> <li>• be able to use newly acquired skills concerning Turbo CAD and his/her knowledge of Engineering Graphics and Design to plan lessons and to do selected preparatory work for classroom activities.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDD421</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN METHODOLOGY</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• have sound knowledge of the Solid Works Computer Aided Drawing programme;</li> <li>• be able to create parts, assemblies and drawings;</li> <li>• be able to use newly acquired skills and his/her knowledge of Engineering Graphics and Design to plan lessons and to do selected preparatory work for classroom activities; and</li> <li>• be able to compare a CAD programme with a parametric CAD programme.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: EGDE111</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN (ENGINEERING)</b>		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge, concept and insight regarding the field of knowledge of mechanical technology, which is relevant to the engineering industry with regard to safety;</li> <li>• explain and evaluate the necessity to implement safety in the work place to create a safe working environment;</li> <li>• demonstrate a basic knowledge and understanding of the manufacturing of iron and steel as engineering materials;</li> <li>• identify and select the correct material for a specific application and motivate the reason for his/her choice;</li> <li>• demonstrate a basic knowledge of hand and precision measuring tools (outside and inside micrometer), equipment and machines (drilling machines, grinders and the lathe) and communicate it in writing; and</li> <li>• describe and motivate the essence of the above mentioned on technological processes from conceptual design through to the process of practical problem solving to produce or improve on products which can enhance our quality of life.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE112</b>		<b>NQF-Level:</b>
<b>TITLE: ENGINEERING GRAPHICS AND DESIGN (VEHICLE)</b>		
<b>Module Outcomes:</b> Upon completion of this module you should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge, concept and insight in the field of knowledge of mechanical technology which is relevant to the engineering industry with regard to safety;</li> <li>• explain and evaluate the necessity to implement safety in the work place to create a safe</li> </ul>		

working environment; • demonstrate a basic knowledge and understanding of the manufacturing of iron and steel as engineering materials; • identify and select the correct material for a specific application and motivate the reason for your choice; • demonstrate a basic knowledge of hand- and precision measuring tools (outside- and inside micrometer), equipment and machines (drilling machines, grinders and the lathe) and communicate it in writing; and • describe and motivate the essence of the above mentioned on technological processes from conceptual design through to the process of practical problem solving to produce or improve on products which can enhance our quality of life.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE121</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN (ELECTRICAL)</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• be able to demonstrate knowledge and understanding of the principles and concepts of indigenous and global graphical communications within the context of Electrical Technology for Education; and</li> <li>• demonstrate skills of drawing Electrical Technology for Education circuitry and symbols.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE122</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN (CIVIL)</b>		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of the Occupational Health and Safety Act and Regulations as applicable to this workshop and the civil study field;</li> <li>• demonstrate adequate knowledge to identify all the hand tools, electrical hand tools and machine tools used in this field of study and be able to describe the maintenance and uses of these machines;</li> <li>• demonstrate adequate knowledge of legitimate construction methods and techniques; and</li> <li>• demonstrate profound knowledge to design and plan a simple project.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE211</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and</li> <li>• be able to apply theoretical knowledge and drawing skill in order to solve relevant problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE221</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and</li> </ul>		

<ul style="list-style-type: none"> <li>be able to apply theoretical knowledge and drawing skill in order to solve relevant problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE311</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>have sound theoretical knowledge of Machine Drawing I, Oblique Projection, Axonometric Projection, Perspective Projection and Civil Drawings; and</li> <li>be able to apply theoretical knowledge in order to solve relevant problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: EGDE321</b>		<b>NQF-Level:</b>
<b>Title: ENGINEERING GRAPHICS AND DESIGN</b>		
<b>Module Outcomes:</b> After completion of this module, the student should: <ul style="list-style-type: none"> <li>have sound theoretical knowledge of Machine Drawing II, Assembly Drawings and Electrical Drawings; and</li> <li>be able to apply theoretical knowledge in order to solve relevant problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ENGD212</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH METHODOLOGY: DIDACTICAL ASPECTS OF ENGLISH</b>		
<b>Module Outcomes:</b> After completion of this module the students should be able to: <ul style="list-style-type: none"> <li>identify and have a fundamental knowledge on the theories and variables of second language acquisition</li> <li>understand various theories and methodology regarding teaching of ESL;</li> <li>identify the criteria to select and apply effective teaching strategies in SLA;</li> <li>name and describe OBE principles in design and selection of learning material;</li> <li>name and describe the seven roles of the educator –especially those applicable in ESL teaching;</li> <li>discuss the learning outcomes and assessment standards from the NCS for First Additional Language;</li> <li>critically discuss and describe theories of SLA in teaching of ESL;</li> <li>select most appropriate methods, theories and various teaching strategies in teaching ESL;</li> <li>apply OBE principles in design;</li> <li>perform the applicable roles in teaching of ESL;</li> <li>interpret and select learning outcomes and assessment standards for effective teaching and learning;</li> <li>describe and apply effective planning and design in teaching ESL;</li> <li>motivate use of OBE principles and employ principles for effective teaching;</li> <li>to show enthusiasm in developing into competent, knowledgeable and professional educator.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: ENGD322</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH METHODOLOGY: DIDACTICAL ASPECTS OF ENGLISH</b>		
<b>Module Outcomes:</b> After completion of this module the students should be able to: <ul style="list-style-type: none"> <li>• identify and name the teaching components and didactical principles for instruction of ESL;</li> <li>• name the requirements of selecting sources and support material for lesson design;</li> <li>• understand and select appropriate outcomes and assessment standards from NCS for First Additional Language as well as Home Language.</li> <li>• identify and discuss the seven roles of the teacher within teaching of ESL.</li> <li>• apply didactical principles and teaching strategies in lesson planning and assessment;</li> <li>• select and use appropriate resource and teaching support material in planning learning experience;</li> <li>• enact the applicable roles of the educator in teaching ESL;</li> <li>• understand and select appropriate outcomes and assessment standards from the NCS;</li> <li>• plan lesson according to OBE principles with all necessary requirements and support;</li> <li>• realise contribution to student's achievement of outcomes and act with responsibility and diligence in qualifying as educator.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ENGD416</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH METHODOLOGY: DIDACTICAL ASPECTS: INTERMEDIATE AND SENIOR PHASE</b>		
<b>Module Outcomes:</b> After completion of this module the students should be able to: <ul style="list-style-type: none"> <li>• describe the different phases at school level for teaching English;</li> <li>• identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;</li> <li>• explain the development of the skills - as addressed in outcomes – e.g. speaking, reading, etc. – in children</li> <li>• analyse and interpret Learning Outcomes and Assessment Standards for Intersen Phase;</li> <li>• know specifically what is required of Intermediate- and Senior phase in ESL;</li> <li>• select and assess suitable learning material for this phase;</li> <li>• name and discuss the assessment to be done in line with Learning Outcomes for this phase.</li> <li>• plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;</li> <li>• interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles to Intermediate and Senior Phases.</li> <li>• act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Intermediate and Senior;</li> <li>• select and use study methods and material for their own needs as well as the demand of ESL in these phases</li> <li>• take on the responsibility as a <b>interpreter</b> and <b>designer</b> of Learning Programmes with responsibility and knowledge;</li> <li>• realise their own importance as a <b>mediator of learning</b> and teaching experiences of excellence in order for each student to achieve the set outcomes;</li> <li>• act as guide for students to advance to next phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: ENGD417</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH METHODOLOGY: DIDACTICAL ASPECTS: SENIOR AND FET PHASE</b>		
<b>Module Outcomes:</b> After completion of this module the students should be able to: <ul style="list-style-type: none"> <li>• describe the different phases at school level for teaching English;</li> <li>• identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;</li> <li>• explain the development of the skills - as addressed in outcomes – e.g. speaking, reading, etc. – in children</li> <li>• analyse and interpret Learning Outcomes and Assessment Standards for Senior- and Further Education and Training Phase;</li> <li>• know specifically what is required of Senior – and FET phase in ESL;</li> <li>• select and assess suitable learning material for these phases;</li> <li>• name and discuss the assessment to be done in line with Learning Outcomes for these phases.</li> <li>• plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;</li> <li>• interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles to Senior and FET Phases;</li> <li>• act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Senior and FET;</li> <li>• select and use study methods and material for their own needs as well as the demand of ESL in these phases</li> <li>• take on the responsibility as a <b>interpreter</b> and <b>designer</b> of Learning Programmes with responsibility and knowledge;</li> <li>• realise their own importance as a <b>mediator of learning</b> and teaching experiences of excellence in order for each student to achieve the set outcomes;</li> <li>• act as guide for students to advance to next phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ENGD426</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH METHODOLOGY: INT AND SNR PHASE</b>		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of OBE principles; the different phases at school level for teaching English: outcomes for each phase; language development in children; suitable learning material for the Intermediate- and Senior Phase; methods for assessment in this phase;</li> <li>• demonstrate systematic and comprehensive skills in the planning and execution of English lessons; programmes; integration with other learning areas; interpretation of the NCS;</li> <li>• demonstrate sophisticated competence as educator and the selection of appropriate learning material and teaching strategies for the Intermediate - and Senior Phase;</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession; responsibility towards students and the community;</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		



<b>Module Code: ENGD427</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH METHODOLOGY: SENIOR AND FET PHASE</b>		
<p><b>Module Outcomes:</b> Upon completion of this module the students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the different phases at school level for teaching English;</li> <li>• identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;</li> <li>• explain the development of the skills - as addressed in outcomes – e.g. speaking, reading, etc. – in children;</li> <li>• analyse and interpret Learning Outcomes and Assessment Standards for Senior- and Further Education and Training Phase;</li> <li>• know specifically what is required of Senior – and FET phases in ESL;</li> <li>• select and assess suitable learning material for these phases;</li> <li>• name and discuss the assessment to be done in line with Learning Outcomes for these phases;</li> <li>• plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;</li> <li>• interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles to Senior- and FET Phases;</li> <li>• to competently take control of a class and teach ESL with success;</li> <li>• act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Senior and FET;</li> <li>• select and use study methods and material for their own needs as well as the demand of ESL in these phases;</li> <li>• take on the responsibility as a interpreter and designer of Learning Programmes with responsibility and knowledge;</li> <li>• realise their own importance as a mediator of learning and teaching experiences of excellence in order for each student to achieve the set outcomes;</li> <li>• act as guide for students to advance to next phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: ENGE111</b>		<b>NQF-Level:</b>
<b>Title: ENGLISH FOR EDUCATION</b>		
<p><b>Module Outcomes:</b> Upon completion of this module the students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge and understanding of the literary genres of film, drama and novel;</li> <li>• demonstrate the necessary skills to analyse and critically evaluate literary texts;</li> <li>• have the knowledge and skills needed to identify and evaluate the values explored in literary texts;</li> <li>• have the knowledge and skills needed to identify literary themes for a multicultural society related to the real life experiences of students and focus on the role literature study can play in advancing recognition of and respect for all people in a democratic society;</li> <li>• demonstrate the solid knowledge and necessary skills to communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;</li> <li>• demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;</li> <li>• demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.</li> <li>• demonstrate basic competence in the four language skills and their application in the content classroom;</li> </ul>		

<ul style="list-style-type: none"> <li>• match the profile of an ideal, second language medium of instruction, content teacher to successfully create and maintain a learning environment that is conducive to effective learning;</li> <li>• use medium of instruction to convey content of area of specialisation by employing holistic language skills and successfully apply principles of language across the curriculum;</li> <li>• demonstrate a solid knowledge of the methodology of effective second language medium of instruction, e.g. to employ communication technology to enhance his/her own learning and the learning of others;</li> <li>• demonstrate a fundamental knowledge of the principles of second language acquisition; and</li> <li>• demonstrate ability to monitor and evaluate own and students' progress</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ENGE122		<b>NQF-Level:</b>
<b>Title: ENGLISH FOR EDUCATION: LINGUISTICS FOR LANGUAGE TEACHERS</b>		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge and understanding of the literary genres of poetry, short stories and young adult literature in a variety of Afrocentric texts;</li> <li>• demonstrate the necessary knowledge and skills in identifying, tracing and interpreting themes in literary genre;</li> <li>• demonstrate the necessary skills to analyse and critically evaluate Afrocentric literary texts in a multicultural environment;</li> <li>• demonstrate the knowledge and skills needed to identify and evaluate the values explored in Afrocentric literary texts;</li> <li>• demonstrate the solid knowledge and necessary skills to communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;</li> <li>• demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;</li> <li>• demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature;</li> <li>• demonstrate fundamental knowledge, skills and values regarding literature, language and didactics of English as a first and second language throughout the different educational phases.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ENGE212		<b>NQF-Level:</b>
<b>Title: ENGLISH: LINGUISTICS FOR THE TEACHER OF ENGLISH</b>		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge and understanding of the field of linguistics and its application in the language classroom;</li> <li>• critically analyse the knowledge-base of the four language skills as they pertain to the English classroom;</li> <li>• demonstrate substantial competence in the four language skills and their application in the language classroom;</li> <li>• successfully access, evaluate and apply technological information in the classroom;</li> <li>• successfully create and maintain a learning environment that is conducive to effective learning;</li> <li>• successfully select, create and evaluate suitable learning resources;</li> <li>• demonstrate a firm respect for and commitment to the language teaching profession; and</li> <li>• monitor and evaluate his/her own and his/her students' progress</li> </ul>		

<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ENGE221		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH FOR EDUCATION: LITERARY TEXT		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Students are expected to demonstrate academic knowledge regarding the genres of film, drama, novel and poetry.</li> <li>• They should be able to analyse and critically evaluate literature from various genres and contexts.</li> <li>• They should be able to synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of English as a first and second language throughout the different educational phases.</li> <li>• Students should demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills and apply didactic skills and approaches to the teaching of language and literature.</li> <li>• They should be able to communicate effectively in English in general and specifically regarding all aspects of the teaching-learning situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ENGE311		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate profound knowledge and insight regarding the literary genres of drama novel and poetry in a variety of texts;</li> <li>• identify, trace interpret and critically comment on themes in a literary genre;</li> <li>• demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;</li> <li>• demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;</li> <li>• demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films;</li> <li>• demonstrate the fundamental knowledge required to access and apply technological information in the language classroom;</li> <li>• demonstrate substantial knowledge to select and/or create suitable learning resources;</li> <li>• demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;</li> <li>• demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and</li> <li>• demonstrate an ample ability to identify themes and situations which students can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ENGE321		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH: CONSTRUCTION AND DECONSTRUCTION AS EDUCATIONAL TOOL		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate profound knowledge and insight of the deconstructive view of literature;</li> <li>• demonstrate judicious ability for deconstructive reading pertaining to the multiple meanings of words, exclusions, substitutions, intertextuality, filiations among meanings and signs, the play of meaning, and repetition;</li> </ul>		

- identify, trace interpret and critically comment on writing as a complex historical, cultural process;
- demonstrate the skills and knowledge required to analyse and critically evaluate relations of texts to each other;
- demonstrate fundamental knowledge of the construction, communication, and reception of texts within a cultural and educational context;
- demonstrate judicious knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the basic knowledge and skills required for the construction of meaning in cinema and the development of film language and the understanding of the major structural components of the narrative film text, such as narrative structure, *mise-en-scene*, the camera eye, editing and sound;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films
- demonstrate the fundamental knowledge required to access and apply technological information in the language classroom;
- demonstrate substantial knowledge to select and/or create suitable learning resources;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English;
- demonstrate an ample ability to identify themes and situations to which students can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

**Method of delivery:**

**Assessment Methods:**

**Module Code:** ENGF121

**NQF-Level:**

**Title:** ENGLISH MEDIUM OF INSTRUCTION

**Module Outcomes:** Upon completion of this module, the student should be able to:

- demonstrate a solid knowledge of the methodology of effective second language medium of instruction, e.g. to employ communication technology to enhance his/her own learning and the learning of others;
- demonstrate a fundamental knowledge of the principles of second language acquisition;
- demonstrate basic competence in the four language skills and their application in the content classroom;
- use medium of instruction to convey content of area of specialisation by employing holistic language skills and successfully apply principles of language across the curriculum;
- demonstrate ability to monitor and evaluate own and students' progress;
- match the profile of an ideal, second language medium of instruction, content teacher to successfully create and maintain a learning environment that is conducive to effective learning;
- demonstrate firm respect for and commitment to the language teaching profession.

**Method of delivery:**

**Assessment Methods:**

**Module Code:** ENGF211

**NQF-Level:**

**Title:** ENGLISH MEDIUM OF INSTRUCTION

**Module Outcomes:** Upon completion of this module, the student should be able to:

- demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction);

<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and</li> <li>• demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual clues, encourage purposeful interaction, create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and employ fair and appropriate assessment strategies.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETED211		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY METHODOLOGY		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS policy on Electrical Technology for Education in the FET phase;</li> <li>• demonstrate knowledge and skills in problem-based teaching approaches; and</li> <li>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of technology, with and without resources.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETED321		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY METHODOLOGY		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base regarding curriculum development of Electrical Technology for Education;</li> <li>• apply and discuss suitable types of assessment strategies in the different task types of a Technology lesson and demonstrate an understanding of the nature and practice of organising and management skills in Technology classroom management;</li> <li>• present and communicate the process of designing and compiling portfolios for both learners and educators in Technology; and</li> <li>• show an awareness and understanding of the safety aspects applicable in workshops, practical centres and Technology classrooms which should be applied through-out Technology teaching and learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module code:</b> ETED322		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY METHODOLOGY		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate an awareness and understanding of the safety aspects applicable in the workshops, practical centres and Electrical Technology for Education class rooms;</li> <li>• adequately design and compile portfolios for both learners and educators in Electrical Technology for Education;</li> <li>• demonstrate a coherent and critical understanding of the nature and practice of organising and management skills in Electrical Technology for Education centre management, with specific reference to workshops for the planning and conducting of practical lessons in the Senior phase; and</li> <li>• demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compiling and presentation of an education project for Electrical Technology for Education.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETED421		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY METHODOLOGY		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of electrical principles with specific reference to Ohm's and Kirchoff's laws;</li> <li>• demonstrate basic knowledge of electrical/electronic components, in which the learner must show competence in the use, making and working principles of these types of components in the teaching-learning experience with specific reference to applications in the applicable school curriculum;</li> <li>• demonstrate in writing and in practice, fundamental knowledge of semiconductor materials in the use of electronics; and</li> <li>• use measuring instruments and the oscilloscope in the completion of practical work sessions.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETEE212		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY FOR EDUCATION		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of electrical principles with specific reference to Ohm's and Kirchoff's laws;</li> <li>• demonstrate basic knowledge of electrical/electronic components, in which the learner must show competence in the use, making and working principles of these types of components in the teaching-learning experience with specific reference to applications in the applicable school curriculum;</li> <li>• demonstrate in writing and in practice, fundamental knowledge of semiconductor materials in the use of electronics; and</li> <li>• use measuring instruments and the oscilloscope in the completion of practical work sessions.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> ETEE221		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY FOR EDUCATION		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate in writing and practice that they have basic knowledge of the following, generation of alternating emf, maximum effective and average value, middle ordinate rule and phasors (graphic and analytic), principle, electromagnetism dynamic and static emf, hysteric, direct current machines, direct current starters and meters (analogue);</li> <li>apply the skills and knowledge to solve practical problems; and demonstrate competent skills in handling instruments and machines with attention to the safety aspects as prescribed in this subject.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETEE311	Semester 1	<b>NQF-Level:</b> 6/7
<b>Title:</b> ELECTRICAL TECHNOLOGY FOR EDUCATION		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate in writing and practice that you have the basic knowledge of electrical theories, tests and processes;</li> <li>RLC series and parallel circuits, resonance circuits, Q-factor, active and reactive components of current;</li> <li>methods to improve power factor as well as all phasor diagrams three-phase alternating current systems, alternating current measuring instruments (analogue), single phase transformers, auto-transformers and instrument transformers;</li> <li>the skill and knowledge to solve practical problems and to demonstrate competent skills in handling instruments and machines with due attention to the safety aspects as prescribed in this subject.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETEE321		<b>NQF-Level:</b>
<b>Title:</b> ELECTRICAL TECHNOLOGY FOR EDUCATION		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate complete and systematic knowledge, insight and conception of the functions and applications of amplifiers and semiconductors as fields of study in electronics;</li> <li>to show skill in working in groups, as well as individually, to design bias circuits and amplifier circuits with semiconductor according to specifications;</li> <li>to critically analyse, evaluate, improve and demonstrate your designs practically, and to use these skills for educational practice, taking into account rules and regulations;</li> <li>demonstrate fundamental knowledge, insight and conception about the functions and applications of switching and control circuits, oscillators, in electronic systems</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETEE411	Semester 1	<b>NQF-Level:</b> 7
<b>Title:</b> ELECTRICAL TECHNOLOGY FOR EDUCATION		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge and insight concerning computer principles as electronic component;</li> <li>with the aid of all relevant electronic principles and processes, demonstrate how to convert</li> </ul>		

<p>Boolean algebra into logic circuits, design Logic combination systems and show practical skills as stated in the module; and</p> <ul style="list-style-type: none"> <li>demonstrate that he/she can facilitate the specific outcomes of this module in the applicable school curriculum.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ETEE422	Semester 2	<b>NQF-Level:</b> 7
<b>Title:</b> ELECTRICAL TECHNOLOGY FOR EDUCATION		
<p><b>Module outcomes:</b> On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate in writing and practice that he/she has a complete and systematic knowledge of the theories, tests and processes applicable to complex RLC-circuits, graphics and analytics problem solving, all aspects of power including total power, and power factor improvement of motors and electric circuits;</li> <li>determine the value of the capacitance of motors and electric circuits, three-phase transformers, instrument transformers, transmission (alternators), illumination, alternating current motors and starters;</li> <li>apply skills and knowledge to solve practical problems and to demonstrate competent skills in handling instruments and machines concerning the safety aspects as prescribed in this subject.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOD321		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY METHODOLOGY		
<p><b>Module Outcomes:</b> Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a well-rounded and systematic knowledge in Geography education with special reference to the design and implementation of a Geography lesson, assessment methods, teaching and learning styles, methods and techniques and types as well as relevant resources;</li> <li>a coherent and critical understanding of Geography Education's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;</li> <li>an ability to deal with unfamiliar concrete and abstract problems and issues in Geography Education using evidence-based solutions and theory-driven arguments in the planning of a Geography lesson as well as be able to present and communicate information and their own ideas and opinions on themes related to Geography Education in the FET phase;</li> <li>act in an ethically correct and value driven manner in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOD411		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY METHODOLOGY		
<p><b>Module Outcomes:</b> On the successful completion of this module you should:</p> <ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge of Geography Education with special reference to different teaching and learning styles, strategies, methods, techniques as well as curriculum development, design and effectively implementation of learning experiences;</li> <li>demonstrate the skills to evaluate which of these elements are the most effective concerning specific learning content in Geography, subsequently implementing these in a creative, logical and systematic manner;</li> <li>demonstrate an ability to deal with unfamiliar concrete and abstract problems and issues</li> </ul>		



<p>in Geography Education using evidence-based solutions and theory-driven arguments, as well as demonstrating an ability to engage with journal articles, scholar reviews and primary resources and be able to present and communicate information and their own ideas and opinions on themes related to Geography Education in a well structured argument;</p> <ul style="list-style-type: none"> <li>act in an ethically correct and value-driven manner in all operational circumstances and all forms of communication, both written and verbal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOE111		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY EDUCATION: PHYSICAL ECONOMICAL AND POPULATION BACKGROUND OF AFRICA AND THE RSA		
<p><b>Module Outcomes:</b> Upon completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge regarding the location, political distribution, physical features and economical trends of Africa and South Africa within a global context;</li> <li>make correct geographical interpretations, analyses, evaluations and deductions regarding physical, economical and population aspects of the RSA and Africa;</li> <li>demonstrate sound and extensive knowledge and understanding regarding the general concepts in Population Geography and make correct analyses and meaningful interpretations in this regard, as well as recognise, explain and evaluate the interrelationship between topographic, climatologic and manmade phenomena in the RSA;</li> <li>evaluate the developing economies in Africa, show insight and understanding concerning the problems in African countries and also evaluate these within the framework of his/her own view of life and the world as well as demonstrate the ability to apply acquired knowledge in such a way as to display an ethically responsible attitude toward Africa/South Africa and its people; and</li> <li><i>Practical: Map Skills, Cartography and representation techniques</i> demonstrate a fundamental knowledge, skills, understanding and insight of Map Skills, Cartography and representation techniques and be able to apply it in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOE121		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY EDUCATION: PLANETARY GEOGRAPHY, CLIMATOLOGY AND OCEANOGRAPHY		
<p><b>Module Outcomes:</b> On the successful completion of this module you should:</p> <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of Planetary Geography, Climatology and Oceanography in context of the National Curriculum;</li> <li>identify themes relevant to Planetary Geography, Climatology and oceanography that support the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>demonstrate an ability to use their knowledge to solve common problems within a familiar context and be able to teach it to students at school using appropriate technology;</li> <li>act in an ethically correct and value driven manner in all operational circumstances and forms of communication, written and verbal;</li> <li>practical section: Students must demonstrate a fundamental knowledge, skills, understanding and insight of map projections as well as synoptic weather maps and be able to apply it in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOE211		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY EDUCATION: URBAN AND ECONOMIC GROGRAPHY		
<b>Module Outcomes:</b>		

<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOE221		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY EDUCATION: GEOMORFOLOGY AND ENVIRONMENTAL GEOGRAPHY		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base of Urban and Economic Geography in context of the National Curriculum;</li> <li>• identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as the use of basic information technology to present information;</li> <li>• act in an ethically correct and value driven manner in all operational circumstances and forms of communication, both written and verbal.</li> <li>• practical section: Students must demonstrate a solid knowledge, skills, understanding and insight on land usage in cities as well as quantitative calculations and be able to apply these in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GEOE311		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY EDUCATION: ADVANCED POPULATION AND URBAN GEOGRAPHY		
<b>Module Outcomes:</b> Upon completion of this module, students should demonstrate: <ul style="list-style-type: none"> <li>• a well-rounded and systematic knowledge of Population and Urban Geography in context of the National Curriculum;</li> <li>• a coherent and critical understanding of Population and Urban Geography's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;</li> <li>• an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Urban Geography using evidence-based solutions and theory-driven arguments as well as be able to present and communicate information and their own ideas and opinions on themes related to Population and Urban Geography in a well structured argument;</li> <li>• act in an ethically correct and value driven manner in all operational circumstances and forms of communication, both written and verbal.</li> <li>• practical section: Students must demonstrate a well-rounded, systematic knowledge, skills, understanding and insight of quantitative map techniques to present data visually as well as the functioning of a Global Positioning System (GPS) and be able to apply these in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> GEOE321		<b>NQF-Level:</b>
<b>Title:</b> GEOGRAPHY EDUCATION: ADVANCED GEOMORFOLOGY AND CLIMATOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive knowledge and insight regarding concepts and the application possibilities of South Africa's Geological History and resulting landscapes, soils and hydrology. The student should also display a systematic knowledge of advanced climatological phenomena on a global and South African context.</li> <li>• analyse land forms, landscapes and climatic phenomena, which reflect the environmental conditions over time during their origin, and evaluate these within the geological time context.</li> <li>• discuss and critically evaluate the conditions which lead to the global geologic and climatic phenomena,</li> <li>• be able to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module; <i>practical: GIS and GIS in teaching:</i> Students must demonstrate a fundamental knowledge, skills, understanding and insight of GIS and be able to apply it in practice</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISD321		<b>NQF-Level:</b>
<b>Title:</b> HISTORY METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a well rounded and coherent and sound knowledge of History methodology in context of the National Curriculum Statement;</li> <li>• demonstrate skills of planning teaching strategies, assessment and learning and teaching support material;</li> <li>• demonstrate the competency to plan and design teaching strategies, assessment and learning and teaching support material;</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISD411		<b>NQF-Level:</b>
<b>Title:</b> HISTORY METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and coherent knowledge of History methodology in context of the National Curriculum Statement;</li> <li>• demonstrate comprehensive skills in analysing and synthesising sources, plan, design and implement different assessment strategies, compile tests, examination papers and memorandums as well as to conduct year planning (learning programmes and work schedules) ;</li> <li>• demonstrate the competency to analyse and synthesise sources and practically plan, design and implement different assessment strategies, compile tests, examination papers and memorandums as well as year planning (learning programmes and work schedule,</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of</li> </ul>		

historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISE111		<b>NQF-Level:</b>
<b>Title:</b> HISTORY EDUCATION: ASPECTS OF ANCIENT AND MODERN WORLD HISTORY (ANTIQUITY TO 2000)		
<b>Module Outcomes:</b> On completion of this module you should: <ul style="list-style-type: none"> <li>• Demonstrate a fundamental knowledge and thorough understanding of ancient and modern World History, from ancient times up until 2000, within the context of the National Curriculum Statement;</li> <li>• demonstrate the skills to interrogate primary and secondary sources by drawing a distinction between the two, sourcing them and interpreting different historical sources effectively in order to communicate this verbally or in writing;</li> <li>• demonstrate competence in the abilities to solve problems in order to address political, social and economic issues from ancient times up until 2000 within the context of ancient and modern World History;</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts as always be true and in context in keeping with The Manifest for Values, Education and Democracy.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISE121		<b>NQF-Level:</b>
<b>Title:</b> HISTORY EDUCATION: ASPECTS OF AFRICAN AND SOUTH AFRICAN HISTORY (ANTIQUITY TO 1870)		
<b>Module Outcomes:</b> Upon completion of the module, the students should: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge and a good understanding of African and South African History from antiquity to 1870 in the context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>• demonstrate the competency of problem solving abilities to address political, social and economic issues within the context of African and South African History from antiquity to 1870; and</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISE211		<b>NQF-Level:</b>
<b>Title:</b> HISTORY EDUCATION: ASPECTS OF SOUTH AFRICAN HISTORY (1836 -1948)		
<b>Module Outcomes:</b> Upon completion of the module, the students should: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge and a good understanding of aspects of the South African History, 1836 - 1948 in context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising primary and secondary sources by identifying, analyzing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;</li> <li>• demonstrate the competency of problem solving abilities to address political, social and economic issues within a South African context, 1836-1948;</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on</li> </ul>		

Values, Education and Democracy.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISE 221		<b>NQF-Level:</b>
<b>Title:</b> HISTORY EDUCATION: ASPECTS OF AFRICA AND 20 <sup>TH</sup> CENTURY WORLD HISTORY (1870 – 1990)		
<b>Module Outcomes:</b> Upon completion of the module, the students should: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge and good understanding of aspects of African and 20<sup>th</sup> century World History (1870-1990) in the context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;</li> <li>• demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of African and 20<sup>th</sup> century World History (1870-1990); and</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISE 311		<b>NQF-Level:</b>
<b>Title:</b> HISTORY EDUCATION: ASPECTS OF EUROPEAN AND WORLD HISTORY (1914 – 2000)		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a well rounded and coherent understanding of aspects of European and World History (1914-2000) in context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;</li> <li>• demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of European and World History; and</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HISE 321		<b>NQF-Level:</b>
<b>Title:</b> HISTORY EDUCATION: ASPECTS OF SOUTH AFRICAN HISTORY (1948 – 2000)		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a well rounded and coherent understanding of aspects of South African History (1948-2000) in context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and synthesising different historical sources in order to communicate these verbally or in writing;</li> <li>• demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of the South African History (1948-2000); and</li> <li>• demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> INTD321		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY METHODOLOGY: FET PHASE		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge of departmental policy documents on Information Technology in the FET phase, curriculum content and work schedules in applicable learning contexts as well as a variety of assessment techniques, methods and instruments that are applicable in Information Technology;</li> <li>• demonstrate practical skills in the evaluation of existing examples of work schedules, the planning and presentation of both theoretical and practical lessons and the planning and implementation of the principles of assessment in Information Technology;</li> <li>• demonstrate the ability to integrate learning contexts and work schedules in a lesson plan format, to communicate it, and to implement it in practice in order to make meaningful learning in Information Technology possible; and</li> <li>• demonstrate the ability to evaluate and debate the purpose of Information Technology as subject at school level.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> INTD411		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY METHODOLOGY: FET PHASE		
<b>Module outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge with extensive comprehension of departmental policy documents regarding Information Technology in the FET phase, curriculum content and work schedules in appropriate learning contexts, a variety of assessment techniques, methods, and instruments that are appropriate to Information Technology, as well as learning material for Information Technology and the organisation and administration of the computer centre;</li> <li>• demonstrate practical skills in the analysis, interpretation, and application of departmental documentation regarding Information Technology, the planning, presentation, and evaluation of both theoretical and practical lessons, and the planning, implementation, and evaluation of the principles of assessment in Information Technology;</li> <li>• demonstrate the ability to implement and to apply learning contexts and work schedules in order to make meaningful learning in Information Technology possible and to develop appropriate learning activities to measure learners' achievement of specific learning goals; and</li> <li>• demonstrate the ability to evaluate and to debate the profile of the ideal Information Technology teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> INTE111		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY EDUCATION : INTRODUCTION TO COMPUTER SYSTEMS		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge about computer systems and the computer environment,</li> </ul>		

<p>system development, different number systems and binary logic;</p> <ul style="list-style-type: none"> <li>• demonstrate skills in system development, operations with different number systems and data presentation;</li> <li>• demonstrate the ability to solve basic well-defined but unknown problems with respect to topics covered in this module; and</li> <li>• demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> INTE121		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY EDUCATION: DATABASES		
<p><b>Module Outcomes:</b> Upon completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of the design of a database, which includes the knowledge of data integrity, security and validity;</li> <li>• reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros;</li> <li>• demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid of <i>Microsoft Access</i>; and</li> <li>• be able to apply the teaching-learning principles regarding databases.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> 3 hours 1:1		
<b>Module Code:</b> INTE211		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY EDUCATION: COMPUTER NETWORKS AND WEB PAGE DESIGN		
<p><b>Module Outcomes:</b> Upon completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate adequate knowledge of computer networks, data transmission in networks and software suitable for web page design;</li> <li>• compare different networks, media used in data communication and network topologies with one another, and demonstrate practical skills in good web page design; and</li> <li>• demonstrate skills in solving practical problems regarding computer networks and web page design; and</li> <li>• be able to apply the teaching-learning principles of the relevant topics in computer networks and web page design in practice.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> INTE221		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY EDUCATION : INTRODUCTORY DELPHI PROGRAMMING		
<p><b>Module Outcomes:</b> Upon completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of visual program development and object-oriented programming;</li> <li>• demonstrate practical skills in algorithm design and elementary Delphi programming;</li> <li>• demonstrate problem-solving skills in Delphi programming, individually and in groups, and</li> <li>• be able to reliably apply these abilities and skills within a teaching-learning situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> INTE311		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY EDUCATION: INTERMEDIATE DELPHI PROGRAMMING		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and practical skills in the use of arrays, events, methods and parameters, debugging and testing in Delphi programming;</li> <li>• demonstrate detailed knowledge of visual program development and the integration of databases in Delphi;</li> <li>• demonstrate advanced problem-solving abilities to solve problems by using Delphi programming; and</li> <li>• be able to apply these abilities and skills within the teaching-learning situation</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> INTE321		<b>NQF-Level:</b>
<b>Title:</b> INFORMATION TECHNOLOGY EDUCATION: ADVANCED DELPHI PROGRAMMING		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and extended comprehension of visual program development as well as the integration of databases in an object-oriented language;</li> <li>• demonstrate detailed knowledge and practical skills in the use of objects, classes and methods in Delphi programming;</li> <li>• demonstrate advanced problem-solving skills in order to solve unknown but real-life problems through Delphi programming; and</li> <li>• be able to apply these knowledge and skills within the teaching –learning situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ITEE211		<b>NQF-Level:</b>
<b>Title:</b> ENGINEERING TECHNOLOGY FOR EDUCATION		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a thorough knowledge and have practical skills with regard to the safe use and care of precision-measuring instruments and special tools and equipment;</li> <li>• communicate in writing and by means of sketches, precision-measuring instrument readings and identify and evaluate special tools and equipment applicable to Mechanical Technology and the Fitting and Turning workshop;</li> <li>• identify a variety of engineering materials (also composite materials) concerning their type (ferrous and non-ferrous, alloys, plastics, etc.) and process of manufacturing;</li> <li>• discuss and evaluate the properties and application of tests (e.g. Brinell, etc.) done on engineering materials;</li> <li>• demonstrate a thorough knowledge of heat treatment processes on steel and evaluate the properties and results that are obtained; and</li> <li>• facilitate the above-mentioned outcomes to school learners in a didactic situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ITEE221		<b>NQF-Level:</b>
<b>Title:</b> ENGINEERING TECHNOLOGY FOR EDUCATION		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and basic skills (both in writing and practical) in the safe</li> </ul>		



<p>use, maintenance and the application of the safety regulations that are applicable to the power tools and machinery used in mechanical technology;</p> <ul style="list-style-type: none"> <li>• compare and evaluate different semi joining methods, explain and discuss why each of them is applied in various / different situations as well as critically evaluate the advantages and disadvantages of semi joining methods;</li> <li>• facilitate all of the above-mentioned outcomes in a didactic situation to school learners both theoretically and practically (in other words in a workshop in a work situation).</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ITEE311		<b>NQF-Level:</b>
<b>Title:</b> ENGINEERING TECHNOLOGY FOR EDUCATION		
<p>Module outcomes: On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• interpret symbols, units, terminology and procedure to apply different manufacturing methods such as drilling, cutting, filing, squaring and turning (on the lathe) to make an artefact;</li> <li>• critically evaluate the necessity of balanced work on the lathe and compare the advantages and disadvantages balanced and unbalanced work will have concerning wear and safety, as well as perform calculations necessary to determine the correct procedure to do balancing;</li> <li>• distinguish between types of force applied to mechanical components;</li> <li>• perform basic tests to verify various mechanical principles such as force, pressure and torque using gauges, meters and relevant equipment; and</li> <li>• facilitate the above-mentioned outcomes to school learners in a didactic situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ITEE322		<b>NQF-Level:</b>
<b>Title:</b> ENGINEERING TECHNOLOGY FOR EDUCATION		
<p>Module outcomes: On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a thorough and systematic knowledge, and have practical skills in the safe use of mechanical machines/technology and the characteristics and manufacturing of various non-ferrous metals, non-ferrous alloys, and the composition of composite materials, and to critically evaluate the advantages and disadvantages of these materials for the field of mechanical engineering as well as everyday use;</li> <li>• demonstrate a thorough knowledge regarding the safe applications of mechanical drives like belts and pulleys, gears (calculation of revolution speeds), cams, levers, threads, linkages, wheels and axles.</li> <li>• function in changing and unknown learning contexts that require responsibility and imitative to communicate and facilitate all of the above to school learners.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ITEE412		<b>NQF-Level:</b>
<b>Title:</b> ENGINEERING TECHNOLOGY FOR EDUCATION		
<p>Module outcomes: On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• critically evaluate and discuss workshop management and maintenance, and to have acquired knowledge to design a workshop layout for a specific situation,</li> <li>• demonstrate a comprehensive knowledge base regarding the use of milling machine, the function of its different parts and have an enlightened and critical understanding of the different milling cutters and simple milling operations;</li> <li>• demonstrate an extended knowledge of the parts and use of the dividing head and the</li> </ul>		

application and calculations of direct indexing, simple indexing and angular indexing, and <ul style="list-style-type: none"> <li>possess the ability to function in changing and unknown contexts that require responsibility and imitative to academically, professionally and effectively communicate and facilitate the above outcomes to school learners.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ITEE422		<b>NQF-Level:</b>
<b>Title:</b> ENGINEERING TECHNOLOGY FOR EDUCATION		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate and critically evaluate more advanced operations on the milling machine, including differential indexing with the applicable calculations;</li> <li>demonstrate a comprehensive knowledge regarding gear tool terminology, calculations, and possess effective manufacturing skills to cut spur gears, helical gears and rails by making use of the dividing head and gear settings;</li> <li>do a critical evaluation of the principle of computer-controlled and numerically controlled machines, identify data critically, analyse and integrate it into the different programming principles and manufacturing processes, and</li> <li>possess the ability to function in changing and unknown contexts that require responsibility and initiative to academically, professionally and effectively communicate and facilitate the above outcomes to school learners.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAC121		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO LEARNING AREA ARTS AND CULTURE		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>demonstrate <b>fundamental knowledge</b> and an <b>informed understanding</b> of Dance, Drama, Music and Visual Arts in the Learning Area Arts and Culture in context of the National Curriculum;</li> <li><b>apply</b>, understand, define, identify, classify and communicate information about the main concepts and elements of Dance, Drama, Music and Visual Arts in context of the National Curriculum;</li> <li>be able to <b>solve well-defined problems</b> in facilitating learning through the application of knowledge of the elements of the Arts in the Intermediate and Senior Phases according to learning outcomes and assessment standards of the Learning Area Arts and Culture in the National Curriculum Statement; and</li> <li>be capable of demonstrating <b>ethic responsible behaviour</b> and fulfilling the various roles of the teacher within the Learning Area Arts and Culture.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAD211		<b>NQF-Level:</b>
<b>Title:</b> ARTS AND CULTURE METHODOLOGY		
<b>Module Outcomes:</b> On the successful completion of this module you should: <ul style="list-style-type: none"> <li>Give the total image of a <b>learning program</b>, with the relevant organisational principles, in the Senior Phase of the Learning Area Arts and Culture, so that you may demonstrate knowledge and understanding of the place of the Learning Area Arts and Culture in Outcomes-based Education;</li> <li>Compile a <b>work schedule</b> for a specific grade in the Senior Phase in the Learning Area Arts and Culture;</li> <li>Plan an arts, a dance, drama, music or an integrated <b>lesson</b> in the Senior Phase;</li> </ul>		

<ul style="list-style-type: none"> <li>• Evaluate <b>teaching methods</b> for music, dance, drama and art as a subject specialist, debate on it and motivate your own preferences; and</li> <li>• Develop <b>practical skills</b> in music, dance, drama and visual art, so that you may facilitate music and dance, drama and art activities in the Senior Phase in the Learning Area Arts and Culture</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAD321		<b>NQF-Level:</b>
<b>Title:</b> ARTS AND CULTURE METHODOLOGY		
<p><b>Module Outcomes:</b> On the successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base and a coherent and a critical understanding of how to plan lessons, work schedules and learning programmes in Dance, Drama, Music and Visual Arts in the Intermediate Phase;</li> <li>• critically analyse, synthesise, evaluate and present information on various assessment practices specific to Arts and Culture education using IT skills appropriately;</li> <li>• demonstrate an ability to solve concrete and abstract problems and issues in applying practical skills while facilitating learning in practical activities in Dance, Drama and Music in the Intermediate Phase; and</li> <li>• express his/her own view of the world pertaining Arts and Culture, while applying various assessment practices and applying knowledge in practical teaching.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAD411		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA ARTS AND CULTURE		
<p><b>Module Outcomes:</b> On the successful 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 didactic principles in teaching African Dance, African Drama, African Music and African Visual Arts in the Intermediate Phase;</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 in the Intermediate 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 the Learning Area Arts and Culture in the Intermediate Phase; and</li> <li>• evaluate all opinions from your own well-established world view 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>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAD421		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA ARTS AND CULTURE		
<p><b>Module Outcomes:</b> On the successful 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, synthesise and independently evaluate different models for integrating</li> </ul>		

<p>the Arts in the Learning Area Arts and Culture in the Senior Phase;</p> <ul style="list-style-type: none"> <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; and</li> <li>• evaluate all opinions from your own well-established world view 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>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAE111		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA ARTS AND CULTURE		
<p><b>Module Outcomes:</b> On the successful completion of this module you should:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental and informed understanding on how to create, interpret and present works in all the art forms and be aware of the relations between the different art forms in the apply techniques to create, interpret and present works of art which support, explore and emphasise cultural diversity, human rights, environmental concerns, nation-building, heritage and power relations between global and local cultures;</li> <li>• demonstrate an ability to solve well-defined problems in creating and planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to create, interpret and present works of art;</li> <li>• demonstrate ethically responsible behaviour in creating, interpreting and presenting works of art.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAE121		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA ARTS AND CULTURE		
<p><b>Module Outcomes:</b> On the successful completion of this module you should:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge and informed understanding on how to read and use nuances of cultural expression to convey meaning through the Arts; analyse and use multiple forms of communication and expression in Arts and Culture and be aware of the relations between the different art forms;</li> <li>• analyse and apply multiple forms of communication and expression in all the art forms on topics such as natural and found resources, environmental issues, rituals, heritage, issues of stereotyping, discrimination and prejudice, mass media and technology;</li> <li>• demonstrate an ability to solve well-defined problems in planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to communicate and express themselves through Dance, Drama, Music and Visual Art;</li> <li>• demonstrate ethically responsible behaviour in expressing and communicating through the Arts.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAE211		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA ARTS AND CULTURE		
<p><b>Module Outcomes:</b> On the successful completion of this module you should:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base and sound understanding of history of the Arts, concepts, aesthetics, culture and heritage as well as the different ways social and cultural groups engage in and convey meaning through the Arts and be aware of how the Arts relate to cognate areas;</li> <li>• critically analyse and synthesise information on artistic and cultural processes, products</li> </ul>		

<p>and styles in past and present contexts.</p> <ul style="list-style-type: none"> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to reflect critically and creatively on artistic and cultural processes, products and styles;</li> <li>• compare different world views with you own, reflecting on artistic and cultural processes, products and styles.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAAE221		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA ARTS AND CULTURE		
<p><b>Module Outcomes:</b> On the successful completion of this module you should:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base and sound understanding on the importance of personal and social development and the development of the ability to work individually and collaboratively in activities in the Arts towards fostering healing and nation-building and be aware of how the Arts relate to cognate areas;</li> <li>• apply personal and interpersonal skills in Dance, Drama, Music and Visual Arts activities pertaining to issues such as using a wide variety of resources, developing various literacies, being adoptable to new ideas and new situations, develop good social relations, promoting nation-building, sharing information about careers in the Arts and using group activities to explore and share experiences of power relations and critically analyse and synthesise information;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate activities and lessons in the Intermediate and Senior Phases which will guide school students to develop the ability to work individually and collaboratively in Arts activities; and</li> <li>• compare different world views with your own while working individually and collaboratively in activities in the Arts.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LABD211		<b>NQF-Level:</b>
<b>Title:</b> ECONOMIC MANAGEMENT SCIENCE METHODOLOGY		
<p><b>Module Outcomes:</b> After completion of this module the students should be able to:</p> <ul style="list-style-type: none"> <li>• have a solid knowledge base of the learning outcomes and assessment standards applicable to EMS in the senior phase, and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes relevant to the national curriculum statement applicable to EMS in the senior phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;</li> <li>• demonstrate problem solving abilities to plan and present lessons for specific application to EMS, 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;</li> <li>• effectively communicate EMS didactical aspects ethically, coherently and reliable to students in the classroom situation by using individual or group methods.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LABD321		<b>NQF-Level:</b>
<b>Title:</b> ECONOMIC MANAGEMENT SCIENCE METHODOLOGY		
<b>Module Outcomes:</b> After completion of this module the students should be able to: <ul style="list-style-type: none"> <li>• have a finishing and systematic knowledge base of the national curriculum statement of the Economic and Management Science in the intermediate phase (grades 4-6);</li> <li>• show an informed notion of key terms, rules, concepts, principles and theories with regard to assessment, teaching aids in and outside the classroom and lesson planning;</li> <li>• use unknown and abstract information in this regard by using graphs and theory driven arguments;</li> <li>• effectively use IT skills to collect, organise, critically analyse and to interpret;</li> <li>• effectively communicate the Economic and Management Science didactical aspects coherently and reliable to students in the classroom situation by using individual or group methods.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LABD411		<b>NQF-Level:</b>
<b>Title:</b> ECONOMIC MANAGEMENT SCIENCE METHODOLOGY		
<b>Module Outcomes:</b> After completion of this module, the students should be able to: <ul style="list-style-type: none"> <li>• critically analyse, synthesise and evaluate the National Curriculum Statement applicable to the Learning Area Economic and Management Sciences in the Intermediate Phase;</li> <li>• prove the skill of developing teacher portfolios; learning programmes and to assess effectively;</li> <li>• have the ability to present academic-professional information effectively by making use of IT skills; and</li> <li>• teach the subject Economic and Management Sciences effectively and according to ethically established norms and values to Grade 4-9 learners, making use of the Outcomes Based Education method.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LABD421		<b>NQF-Level:</b>
<b>Title:</b> ECONOMIC MANAGEMENT SCIENCE METHODOLOGY		
<b>Module Outcomes:</b> After completion of this module, the students should be able to: <ul style="list-style-type: none"> <li>• have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to EMS in the Senior Phase and assessment, with an informed notion of key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes relevant to the national curriculum statement applicable to EMS in the Senior 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 EMS, 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 EMS didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LAND211		<b>NQF-Level:</b>
<b>Title:</b> NATURAL SCIENCES (SENIOR) METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of the Learning Area natural Science in context of OBE concerning the following: the nature and structure of natural Science, Outcomes for natural Science and the Natural Science lesson plan;</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, concerning the planning and presentation of lessons and practical sessions in context of the abovementioned 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 abovementioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAND321		<b>NQF-Level:</b>
<b>Title:</b> NATURAL SCIENCES (INTERMEDIATE) METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive and systematic knowledge of the following themes in the teaching of Natural Sciences and in the context of OBE: facilitation in the Intermediary Phase, didactic principles of Natural Sciences education / teaching, and the Natural Sciences Learning Area laboratory;</li> <li>• identify and solve problems in the above-mentioned themes, as well as to plan activities that are supportive of a comprehensive understanding of the ideas, theories, principles and rules in the themes;</li> <li>• proceed by solving problems with regard to the planning and presentation of lessons and practical sessions in the context of the above-mentioned theoretical themes by making use of, inter alia, appropriate technological aids;</li> <li>• show appreciation for the contribution of indigenous knowledge systems in educational issues regarding the above-mentioned contents; and</li> <li>• as facilitator, demonstrate an ethically professional attitude towards the contents of the Natural Sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LAND411		<b>NQF-Level:</b>
<b>Title:</b> NATURAL SCIENCES (INTERMEDIATE) METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Motivate the value of reflective strategies for the teacher;</li> <li>• implement reflective strategies during practical teaching and micro lessons;</li> <li>• build sound didactic principles into learning opportunities with the inclusion of appropriate teaching-learning strategies and all available and improvised support mediums (media);</li> <li>• put into operation the aims of the learning area Natural Sciences through planning, development, implementation and evaluation;</li> <li>• set about achieving the outcomes in a problem solving way;</li> <li>• demonstrate good communication skills; and</li> <li>• display a healthy value system, based on a positive attitude towards the created reality</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> LAND421		<b>NQF-Level:</b>
<b>Title:</b> NATURAL SCIENCES (SENIOR) METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Create a learning culture in the Natural Sciences classroom, one in which scientific thinking can be nurtured in learners;</li> <li>• promote scientific literacy by employing primarily scientific methods during the scientific research;</li> <li>• using the three learning outcomes of the learning area Natural Sciences in order to evaluate and select learners' activities that will enable them to achieve the outcomes;</li> <li>• plan and facilitate learners' activities in the Senior Phase by the use of appropriate planning instruments and methodologies – particularly in case studies, problem-based learning (PBL) and exploratory learning; and</li> <li>• integrate indigenous information and knowledge contents into the learning area Natural Sciences and nurture in learners an appreciation for these.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LANE211		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA NATURAL SCIENCE		
<b>Module Outcomes:</b> Upon completion of this module the students should: <ul style="list-style-type: none"> <li>• have a fundamental knowledge of the following themes in the learning area Natural Sciences: structure of matter, classification of matter, materials and chemical changes;</li> <li>• be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;</li> <li>• acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and</li> <li>• demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate and ethically accountable attitude towards the content of the learning area Natural Sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LANE221		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA NATURAL SCIENCE		
<b>Module Outcomes:</b> Upon completion of the module, the students should: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge and a good understanding of the place of Geography in Natural Sciences as Learning Area in the context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising themes relevant to Planetary Geography, Climatology, Geomorphology, Oceanography and Cartography and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• demonstrate the competency of problem solving abilities to plan and present tasks for specific application to Geography within the Learning Area Natural Sciences using appropriate technologies and giving evidence of theoretical underpinning;</li> <li>• demonstrate values of an ethical-professional nature with regard to interrelationships between the environment on earth, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and</li> <li>• Practical section: demonstrate fundamental knowledge, understanding, insight into the</li> </ul>		



types of map as well as apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LANE 311		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA NATURAL SCIENCE		
<b>Module Outcomes:</b> Upon completion of the module, the students should: <ul style="list-style-type: none"> <li>• explain certain life processes and demonstrate insight into future facilitation and assessment thereof;</li> <li>• compare with one another the different facets of ecosystems and identify and describe the role played by each;</li> <li>• demonstrate insight into the concept <i>energy flow</i> and illustrate and describe it at different levels of the field of study;</li> <li>• formulate and solve problems by means of critical and creative thinking;</li> <li>• cooperate effectively with other students as members of a team, group, organisation and community;</li> <li>• learn in a self-regulatory manner while managing time effectively;</li> <li>• take cognisance of the didactic principles discussed and demonstrated in this module;</li> <li>• demonstrate by your lifestyle the required respect for Creation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LANE321		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA NATURAL SCIENCE		
<b>Module Outcomes:</b> Upon completion of this module the students should: <ul style="list-style-type: none"> <li>• use concepts such as energy, labour, power and heat in a scientific context;</li> <li>• solve problems relating to energy within the context of light, sound and electricity;</li> <li>• understand the value of energy sources in a responsible manner;</li> <li>• plan experiments with responsibility and the necessary safety and perform them in a laboratory and communicate the data in the form of a report;</li> <li>• solve problems relevant to energy and the tuition doctrine thereof critically and creatively;</li> <li>• emanating from an established value system, demonstrate an ethical correct attitude towards all facets of man and nature;</li> <li>• have your own point of view about ethical matters concerning energy.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LASD211		<b>NQF-Level:</b>
<b>Title:</b> SOCIAL SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a solid and sound knowledge of Social Sciences as a Learning Area in context of the National Curriculum Statement;</li> <li>• demonstrate basic skills of planning and designing an elementary lesson;</li> <li>• demonstrate the competency to plan, design and present lessons utilizing all kinds of learning and teaching support materials;</li> <li>• Demonstrate values of an ethical-professional nature with regard to human and environmental rights which are in compliance with the manifesto on values, education and democracy.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LASD321		<b>NQF-Level:</b>
<b>Title:</b> SOCIAL SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well rounded knowledge to implement and demonstrate a Geography and History lesson as well as to understand and be able to evaluate the different teaching approaches in the Social Sciences in order to utilise the most appropriate approach along with using the most appropriate teaching aides creatively and effectively;</li> <li>• demonstrate suitable skills to design, implement and demonstrate a Geography and History lesson, as sub disciplines of the Social Sciences, as well as incorporating other learning areas creatively and knowledgeably;</li> <li>• demonstrate competency on initiating, studying and assessing an applicable environmental project according to the correct OBE principles and regulations as part of your environmental project as well as evaluate the different teaching approaches in the social sciences, using the most appropriate teaching aids effectively;</li> <li>• become knowledgeable in ethical-professional values in lesson design and practical teaching.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LASD411		<b>NQF-Level:</b>
<b>Title:</b> SOCIAL SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and coherent knowledge of Social Sciences as a Learning Area in context of the National Curriculum Statement;</li> <li>• demonstrate comprehensive skills of planning and designing and presenting a lesson;</li> <li>• demonstrate the competency to plan, design and present lessons utilizing all available teaching strategies, methods, strategies, instruments and learning and teaching support material;</li> <li>• demonstrate values of an ethical-professional nature in the design of learning experiences and practical teaching with regard to human and environmental rights which are in compliance with the Manifesto on Values, Education and Democracy.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LASD421		<b>NQF-Level:</b>
<b>Title:</b> SOCIAL SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Employ refined, systematic knowledge in the creative and systematic design of Geography and History learning experiences and the subsequent implementation and demonstration of these areas as sub-disciplines of Social Sciences. This includes the employment of an expansive array of teaching techniques such as information and communication technology;</li> <li>• Demonstrate exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography and History lessons, whilst expertly and creatively integrating other Learning Areas. In addition, the student should demonstrate an understanding of the various teaching approaches concerning the Social Sciences and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice;</li> <li>• Demonstrate the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts,</li> </ul>		

graphs and diagrams, topographic charts and aerial photographs in accordance with OBE and geographical-didactic principles;		
<ul style="list-style-type: none"> <li>• Apply ethical-professional values in learning experience design and practical teaching.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LESE 111		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After completion of the module the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a fundamental knowledge and understanding of different approaches, policy aspects, processes, terminology and concepts regarding inclusion and student support;</li> <li>• Explain the implementation of inclusion in South Africa as well as the implication thereof to demonstrate a clear understanding of the different approaches, policy aspects, terminology and concepts;</li> <li>• Demonstrate critical, creative as well as problem solving thinking regarding a variety of practical inclusion situations in schools in South Africa; and</li> <li>• Demonstrate an appropriate attitude with regard to basic and ethical principles which relate to inclusion and student support.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LESE 121		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After completion of the module the student should: <ul style="list-style-type: none"> <li>• Demonstrate a fundamental knowledge and understanding of different categories of barriers to learning;</li> <li>• Demonstrate skills to identify the different categories of barriers to learning based on the knowledge obtained;</li> <li>• Demonstrate critical, creative as well as problem solving thinking regarding the student support process of the different categories of barriers to learning; and</li> <li>• Demonstrate an appropriate attitude with regard to the ethics and correct use of terms of barriers to learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LESE 211		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After completion of the module the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a well rounded and systematic knowledge of different physical and neural impairments as well as intellectual impairments;</li> <li>• Demonstrate skills to identify and explain the different physical and neural impairments as well as intellectual impairments based on the knowledge obtained;</li> <li>• Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different physical and neural impairments as well as intellectual impairments; and</li> <li>• Demonstrate an appropriate attitude and understanding towards the student experiencing different physical and neural impairments as well as intellectual impairments.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LESE 221		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After completion of the module the student should: <ul style="list-style-type: none"> <li>• Demonstrate a well-rounded and systematic knowledge of different serious multiple impairments as well as chronic illnesses;</li> <li>• Demonstrate skills to identify and explain the different serious multiple impairments as well as chronic illnesses based on the knowledge obtained;</li> <li>• Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different serious multiple impairments as well as chronic illnesses (in assignments, class discussions, case studies, scenarios, tests and exams); and</li> <li>• By means of class discussions, case studies and the setting of scenarios, illustrate a positive attitude and understanding with regard to the student experiencing different serious multiple impairments as well as chronic illnesses.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LESE311		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After completion of the module the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive and systematic knowledge of different sensory impairments as well as learning impairments;</li> <li>• Demonstrate skills to identify and explain in detail the different sensory impairments as well as learning impairments based on the knowledge obtained;</li> <li>• Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different sensory impairments as well as learning impairments; and</li> <li>• Demonstrate an appropriate attitude toward and understanding of the student experiencing different sensory impairments as well as learning impairments.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LESE 321		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After the completion of the module the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive and systematic knowledge of different psychological, emotional and behaviour problems</li> <li>• Demonstrate skills to identify and explain in detail the different psychological, emotional and behaviour problems based on the knowledge obtained.</li> <li>• Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different psychological, emotional and behaviour problems</li> <li>• Demonstrate an appropriate attitude and understanding towards the student experiencing different psychological, emotional and behaviour problems</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LEWV112		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS		
<b>Module Outcomes:</b> understand the value and meaning of Life skills education <ul style="list-style-type: none"> <li>• look at yourself and others in a positive and realistic way, and function as an unique individual being in society</li> <li>• look at obstacles in life in a new way</li> <li>• obtain knowledge and skills to improve ones self-concept.</li> </ul>		

<ul style="list-style-type: none"> <li>• apply self-management</li> <li>• set goals and follow them through in a motivated manner</li> <li>• be aware of an ethical lifestyle.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LEWV211		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS		
<b>Module Outcomes:</b> describe the value and meaning of interpersonal skills <ul style="list-style-type: none"> <li>• communicate effectively with anybody</li> <li>• listen effectively</li> <li>• handle conflict situations effectively</li> <li>• control anger and show self-control</li> <li>• understand the impact of peer pressure</li> <li>• resolve problems via mediation</li> <li>• act as a mediator</li> <li>• be aware of different values and establish your own value system</li> <li>• aware of how to handle a work situation</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFD321		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• On completion of this module, you ought to have at your disposal fundamental knowledge, skills, attitudes and values with regard to the role of a Life Sciences teacher:</li> <li>• <b>Outcome 1 (Knowledge)</b></li> <li>• A comprehensive and systematic knowledge of the following: the Life Sciences teacher; policy documents that apply to Life Sciences; mastering of the Life Sciences; the scientific method of research.</li> <li>• <b>Outcome 2 (Skills)</b></li> <li>• To identify and solve problems in the above-mentioned themes; to plan activities that support comprehensive understanding of the ideas, theories, principles and rules in the themes.</li> <li>• <b>Outcome 3 (Competencies)</b></li> <li>• Problem-solving skills with regard to planning and presentation of lessons and practical sessions against the background of the theoretical themes mentioned above by using, inter alia, appropriate technological aids.</li> <li>• <b>Outcome 4 (Values)</b></li> <li>• Demonstrate appreciation of the ethical-professional requirements and responsibilities required of a Life Sciences teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFD411		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> After completing this module you should have fundamental knowledge, skills, attitudes and values regarding the roles of a teacher in Life Sciences. <b>The roles of the teacher imply that you should be able to act/function as:</b> <b>Subject specialist, interpreter and designer</b> of learning programmes, which include that you will be able to:		

- Apply your knowledge, insight and views on education strategies, methods and skills, as well as how learning excellence may be enhanced during the design and implementation of the Life Sciences learning programme for the Gr 10 - 12 school learner in particular; and interpret and apply the NCS for Gr 10 - 12 (Life Sciences) in designing learning experiences and associated assessment instruments

**Facilitator of learning**, which includes that you will be able to:

- Facilitate learning in the Life Sciences in such a way that the different needs of learners are taken into account;
- create a learning environment in the Life Sciences in order for learning to occur excellently and effectively; and
- demonstrate sound knowledge of education strategies, skills and methods in order for you to effectively facilitate outcomes-based education in Life Sciences.

**Assessor**, which includes that you will be able to:

Justly and fairly monitor and assess school learners' progress in the Life Sciences in a formative and summative way.

**Learner, researcher and life-long learner**, which includes that you will be able to:

Continue growing on a personal, academic, career and professional level by means of study and research as Life Sciences facilitator.

**In addition, after completing this module you should be able to:**

- Identify and solve problems as well as apply critical and creative reasoning regarding education in Life Sciences;
- manage yourself and your activities effectively and responsibly;
- analyse and critically evaluate knowledge regarding education obtained in the Life Sciences;
- effectively communicate by means of visual and data-responsive language skills in verbal and written presentations; and
- as a destined facilitator, demonstrate an ethical responsible attitude towards the Life Sciences as subject and education as a career.

**Method of delivery:**

**Assessment Methods:**

**Module Code:** LIFE111

**NQF-Level:**

**Title:** LIFE SCIENCES

**Module Outcomes:** Upon completion of the module the students should:

- Identify and solve problems by means of critical and creative thinking;
- effectively work with your fellow students as members of a team, group, organisation and community;
- manage yourself and your activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively by means of visual data responsive linguistic skills in oral and written presentations;
- describe the scientific method;
- describe basic chemical and biochemical principles, and apply them in certain life systems;
- describe the composition, structure, functions and the following activities of the cell and integrate them with one another: cell division/mitosis, nucleic acids, photosynthesis, cell respiration and metabolism, and where applicable, illustrate them by means of diagrams;
- compare plant and animal cells;
- know indigenous knowledge systems and bio-ethical issues with regard to the module content;
- demonstrate an ethically responsible approach to Life Sciences as a subject and life scientific research; and
- know and understand the learning contents of this module thoroughly for you to teach it effectively at school level.

<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFE121		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES		
<b>Module Outcomes:</b> Upon completion of the module the students should: <ul style="list-style-type: none"> <li>• master the contents of this module in order to successfully facilitate it to learners;</li> <li>• indicate insight into the evolutionary history of the kingdom: Plantae;</li> <li>• differentiate and compare the different plant phylums;</li> <li>• know the morphology and anatomy of Angiospermeae and relate it to the function each fulfils;</li> <li>• be able to explain the physiology regarding the uptake of water and nutrients by plants to learners;</li> <li>• analyse and compare the reproduction, growth and development of plants, as well as highlighting the application possibilities for industry; and</li> <li>• possess an ethically-responsible attitude as Life Sciences teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFE211		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES		
<b>Module Outcomes:</b> Upon completion of the module the students should have: <ul style="list-style-type: none"> <li>• a comprehensive knowledge of the following themes: Domain Eukarya (Kingdoms Protista and Animalia); Dichotomous keys; Histology (mammalian tissue); Human Anatomy and Physiology (terminology), Cardio-vascular; Lymphatic- and Immune systems);</li> <li>• the ability to identify and solve problems, plan activities that support a comprehensive understanding of the ideas, theories, principles and rules within the themes identified above;</li> <li>• problem-solving skills regarding planning and presentation of lessons and practical sessions acquired within the context of theoretical themes mentioned above by using amongst others technological resources;</li> <li>• an appreciation for the contribution of indigenous knowledge systems in pharmacological and bio-ethical issues regarding above-mentioned content and show an ethical responsible attitude regarding life sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFE221		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES		
<b>Module Outcomes:</b> Upon completion of the module the students should: <ul style="list-style-type: none"> <li>• demonstrate an in-depth knowledge of the following systems of human physiology and anatomy: locomotion, muscular system, nutrition, gaseous exchange, excretion and osmoregulation, co-ordination and temperature regulation;</li> <li>• identify and solve problems within the above themes and plan activities that show a comprehensive understanding of the ideas, theories, rules and principles underlying these themes;</li> <li>• demonstrate problem-solving competences regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes given above by using among other things, appropriate technological aids;</li> <li>• show an appreciation for the contribution made by indigenous knowledge systems in the pharmacological and bioethical issues regarding the themes above; and</li> <li>• demonstrate an ethically accountable attitude to life sciences content.</li> </ul>		

<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFE311		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES		
<b>Module Outcomes:</b> Upon completion of the module the students should: <ul style="list-style-type: none"> <li>• have a finished and systematic knowledge in the following themes: Life Sciences: eco-systems, population dynamics and the human impact on eco-forms and quantitative ecology;</li> <li>• be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;</li> <li>• be able to 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 indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and the ethical accountability towards the content of the Life Sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFE321		<b>NQF-Level:</b>
<b>Title:</b> LIFE SCIENCES		
<b>Module Outcomes:</b> Upon completion of the module the students should: <ul style="list-style-type: none"> <li>• identify, formulate and solve problems through critical and creative thinking with regard to aspects of reproduction, genetics and the evolution theory;</li> <li>• co-operate effectively with other learners in the completing of assignments and group assignments during the completion of this module;</li> <li>• manage time and self-regulated learning effectively during the completion of assignments, preparation for contact sessions, class tests and examinations;</li> <li>• identify and address your own learning needs and also accurately self-evaluate your own learning;</li> <li>• gather, analyse, organise and critically evaluate information regarding reproduction, genetics and the evolution theory and write a report;</li> <li>• communicate effectively by means of visual, data-responsive language skills in oral and written presentations of practical research and research assignments;</li> <li>• demonstrate skills with regard to the effective and critical use of science and technology and therein indicate responsibility for your own safety and that of others;</li> <li>• demonstrate insight into the world as a collection of related systems by realising that problem-solving does not exist in isolation;</li> <li>• cultivate a responsible life style with regard to social behaviour patterns;</li> <li>• develop ethically accountable sensitivities within the context of existence; and</li> <li>• develop respect for your fellow beings, life, creation and dedicated responsibility therewith</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LIFF121		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS FUNDAMENTAL		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness and national HIV/ AIDS policy</li> </ul>		



<ul style="list-style-type: none"> <li>demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the value and meaning of teaching Life Skills, regard him/herself and others in a positive light, function as an unique individual within his/her own environment, regard barriers in one's life in a new light, promote HIV/AIDS awareness as well as the national HIV/ AIDS policy</li> <li>demonstrate the ability to use the attained knowledge to solve common problems within a familiar context of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness as well as the national HIV/ AIDS policy, 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 value and meaning of teaching Life Skills as well as the concepts of "ubuntu", HIV/AIDS and the national HIV/ AIDS policy</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITA122		<b>NQF-Level:</b>
<b>Title:</b> GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS		
<b>Module Outcomes:</b> Na afloop van hierdie module behoort die student: <ul style="list-style-type: none"> <li>demonstreer 'n fundamentele kennis rakende die onderrig van 'n addisionele taal (Afrikaans) in die Grondslagfase wat die onderrig van beginsels en uitkomstte soos gespesifiseer deur die Nasionale Kurrikulumverklaring die Totale Geletterdheidsmodel en beginsels gebaseer op die ontwikkeling en uitbreiding van woordeskat en die ontwerp van lesplanne wat gebaseer is op uitkomstgerigte beginsels, insluit;</li> <li>probleme te kan identifiseer en oplos met betrekking tot bogenoemde temas en beplande aktiwiteite wat gebaseer is op die verstaan van temas en die gepaardgaande teoretiese beginsels;</li> <li>'n fundamentele kennis van die beplanning en aanbieding van 'n les volgens 'n gegewe formaat en assesseringskriteria, asook die gebruik van die mees effektiewe onderrigvaardighede en assesseringstrategieë binne 'n spesifieke onderrigleer omgewing te demonstreer;</li> <li>die basiese beginsels van geletterdheid op 'n etiesverantwoordbare wyse gedurende groepwerk, in die klaskamer en ook die gemeenskap kan demonstreer.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITA123		<b>NQF-Level:</b>
<b>Title:</b> LITERACY 1 <sup>ST</sup> ADDITIONAL LANGUAGE (ENGLISH)		
<b>Module Outcomes:</b> After you have completed this module, you should: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of various aspects relating to the teaching of Literacy, specifically English as a first additional language in the Foundation Phase including: the principles and outcomes as specified by the RNCS; specifications regarding first additional language acquisition; the Total Literacy Model and principles on which to build language learning activities; aspects of cooperative learning; the development and extension of vocabulary and designing lesson plans based on OBE principles;</li> <li>identify and solve common problems within a familiar context of the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;</li> <li>demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific teaching-learning environment; and</li> <li>demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LITA222		<b>NQF-Level:</b>
<b>Title:</b> GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS		
<b>Module Outcomes:</b> Na afloop van hierdie module behoort die student: <ul style="list-style-type: none"> <li>geïntegreerde kennis te demonstreer, met 'n goeie begrip van die beginsels en teorieë aangaande die aanleer van 'n eerste addisionele taal;</li> <li>die vermoë om te identifiseer, te analiseer, krities te besin oor en komplekse probleme op te los, te demonstreer, om kritiese en kreatiewe denke toe te pas in terme van die verskillende strategieë om 'n taal te onderrig, asook die onderrig van skryf en die aanleer van 'n taal deur die suksesvolle voltooiing van opdragte;</li> <li>'n leeromgewing te skep en te bestuur wat effektiewe leer van die vereiste aspekte van Engels as Eerste Addisionele Taal vir Grondslagfaseleerders sal bevorder deur middel van die korrekte toepassing van die strategieë;</li> <li>Engelse geletterdheid binne 'n wye konteks te bevorder, soos in skole en gemeenskappe;</li> <li>samewerkende leerprosessering te fasiliteer tydens effektiewe groepwerk om probleme rakende die verskillende aspekte van die onderrig van Grondslagfase Engelse geletterdheid aan kinders op te los en om die oplossings te implementeer; en</li> <li>vaardighede toe te pas in die voorbereiding van gepaste geletterdheidsaktiwiteite vir die bevordering van die effektiewe gebruik van Engels as 'n Eerste Addisionele Taal.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITA223		<b>NQF-Level:</b>
<b>TITLE: LITERACY FIRST ADDITIONAL LANGUAGE – ENGLISH</b>		
<b>Module Outcomes:</b> Upon completion of the module, the students should: <ul style="list-style-type: none"> <li>demonstrate integrated knowledge, with a good understanding of the principles and theories concerning the acquisition of a first additional language;</li> <li>demonstrate the ability to identify, analyse, critically reflect on and address complex problems, applying critical and creative thinking, in terms of the various strategies of teaching a language, as well as the teaching of writing and the acquisition of a language through the successful completion of assignments;</li> <li>create and manage a learning environment that will promote effective learning of the required aspects of English as a First Additional Language for Foundation Phase learners, by means of the correct application of the strategies;</li> <li>promote English literacy within a wide context, such as in schools and communities;</li> <li>facilitate collaborative learning processing during effective group work to solve problems, related to the various aspects of teaching Foundation Phase English literacy to children, and implement the solutions; and</li> <li>apply skills in the preparation of suitable literacy activities, for the promotion of the effective use of English as a First Additional Language.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITA312		<b>NQF-Level:</b>
<b>Title:</b> GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS		
<b>Module Outcomes:</b> Na afloop van hierdie module behoort die student: <ul style="list-style-type: none"> <li>'n volronde en sistematiese kennis met goeie begrip van geletterdheid, spesifiek Afrikaans as eerste addisionele taal in die Grondslagfase te demonstreer, wat die assesseringstandaarde van lees en skryf en die toepaslike assessering daarvan, fonetiek, die onderrig van spelling en woordeboek gebruik, die ontwikkeling van lees- en skryfvaardighede en die gebruik van geskikte metodes; en die aanvangsituasie tot lees in die eerste addisionele taal en die skryfproses en die aanwending daarvan insluit.</li> <li>om kennis te gebruik vir die oplossing van spesifieke probleme binne die konteks van</li> </ul>		

bogenoemde temas en die beplanning van aktiwiteite wat gebaseer is op die verstaan van idees en teoretiese beginsels van die temas; <ul style="list-style-type: none"> <li>• 'n fundamentele kennis van die beplanning en aanbieding van lesse en praktiese sessies binne die konteks van bogenoemde teorie en gebruik van tegnologie te demonstreer;</li> <li>• eie idees en opinies in goed gestruktureerde argumente op 'n professionele wyse te demonstreer.</li> </ul>		
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**Method of delivery:**

**Assessment Methods:**

**Module Code:** LITA313

**NQF-Level:**

**Title:** LITERACY FIRST ADDITIONAL LANGUAGE – ENGLISH

**Module Outcomes:** Upon completion of this module, the students should:

- demonstrate a well-rounded knowledge base and sound understanding of Literacy, specifically English as a first additional language in the Foundation Phase including: the assessment standards for reading and writing and the application thereof; phonics and the teaching of spelling and dictionary use; the development of reading and writing skills and the application of suitable methods; identify students' entry situation to reading in the first additional language and the writing process and the application thereof;
- demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned theory by using basic information technology;
- demonstrate own ideas and opinions in well-structured arguments in a professional manner.

**Method of delivery:**

**Assessment Methods:**

**Module code:** LITG211

**Semester 1**

**NQF-level:** 5/6

**Title:** Literacy: Visual Arts

**Module outcomes:** On completion of this module the student should be able to:

- demonstrate a solid knowledge base and sound understanding of visual literacy to describe art concept, principles, styles, content, materials and techniques;
- demonstrate an understanding of the process of critical analysis and provide reasons for aesthetic judgements;
- critically analyse and synthesize information on visual literacy in fine arts as applicable to EDUCATIONAL ART, explore writing and research skills in the study of educational art in the Foundation phase;
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate teaching and learning activities in the Foundation phase using the informal approach to lesson presentation in art;
- demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation phase, within the context of a multi-cultural society.

**Module Code:** LITG311

**NQF-Level:**

**Title:** LITERACY: VISUAL ARTS

**Module Outcomes:** On the successful completion of this module the student should:

- Demonstrate in-depth knowledge and understanding of the development stages of child art, from the scribbling stage up to and including the realistic stage;
- use divergent, creative and innovative thinking during the analysis and assessment of child art and of the subject didactics of art with regard to the symbolising and schematising

stages of child art; • demonstrate an understanding of the forming language elements in visual art and present it practically, as applicable to the practice of the teaching of art in the Foundation Phase; and • demonstrate basic values in the assessment of child art with regard to its diversity in the Foundation Phase. This should take place within the context of a multicultural society through the evaluation of yourself, others and learners' progress in a fair and reasoned way		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITG322		<b>NQF-Level:</b>
<b>Title:</b> AKADEMIES HUISTAAL: ONDERBOU VIR GRONDSLAFASE		
<b>Module Outcomes:</b> Na voltooiing van hierdie module behoort die student; • bewys te kan lewer van grondige kennis van die eieaard van kinder-, jeug- en volwassenerliteratuur en van die verskille daartussen en in staat te wees om sy/haar kennis kan gebruik vir die identifisering van geskikte tekste vir aanwending as leermateriaal in die grondslagfase • 'n vir-grondslagfase-opvoeders-relevante prosawerk as literêre teks te kan analiseer en evalueer • die funksies van verskillende taal- en konsepsionele elemente van gedigte te kan vasstel en die bydrae daarvan tot die artistieke betekenisgeheel te kan beskryf en waardeur. • kennis van literêr-teoretiese aspekte en insig in die hantering van vakterme en -begrippe in die poësie te demonstreer deur Afrikaanse gedigte selfstandig te kan ontsluit • skoolprogramrelevante aspekte van die Afrikaanse fonetiek, morfologie, sintaksis en tekslinguistiek te kan gebruik om sy haar eie (voorbeeld)skryfwerk te verbeter en om leer ten opsigte van klanke, letters, woorde, sinne en teksstrukturering in die grondslagfase met kundigheid te kan fasiliteer.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITG 323		<b>NQF-Level:</b>
<b>Title:</b> LITERACY: ACADEMIC ENGLISH HOME LANGUAGE		
<b>Module Outcomes:</b> • Demonstrate fundamental knowledge of the characteristics of children's literature. • Analyse and evaluate prose relevant to the Foundation Phase. • Identify and appreciate linguistic, conceptual and aesthetic elements in rhymes and verses relevant to the Foundation Phase. • Apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the foundation phase.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITG413		<b>NQF-Level:</b>
<b>Title:</b> ACADEMIC ENGLISH		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: • demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English. This is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction • demonstrate extensive knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as		

<p>well as appropriate gestures and body language. Presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge;</p> <ul style="list-style-type: none"> <li>• demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to <ul style="list-style-type: none"> <li>- plan both content and language objectives for each learning task;</li> <li>- design suitable and appropriate materials;</li> <li>- design and introduce contextual clues;</li> <li>- encourage purposeful interaction;</li> <li>- create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and</li> <li>- employ fair and appropriate assessment strategies</li> </ul> </li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITH112		<b>NQF-Level:</b>
<b>Title:</b> GELETTERDHEID IN DIE HUISTAAL: AFRIKAANS		
<p><b>Module Outcomes:</b> Na afloop van hierdie module behoort die student:</p> <ul style="list-style-type: none"> <li>• 'n fundamentele kennis rakende uitkomsgebaseerde onderwys, sowel as gepaste onderrig- en leerstrategieë in Afrikaans Huistaal in die konteks van die leerarea Tale te kan demonstreer, soos dit voorkom in die Nasionale Kurrikulumverklaring;</li> <li>• die vaardighede te demonstreer om gepaste metodes, prosedures en tegnieke toe te pas en te fasiliteer in die onderrig van Luister (Leeruitkoms 1), Praat (Leeruitkoms 2), sowel as Taalstruktuur en –gebruik (Leeruitkoms 6);</li> <li>• probleemoplossingsvaardighede te demonstreer deur die beplanning en aanbieding van lesse tydens die onderrig van Luister (Leeruitkoms 1), Praat (Leeruitkoms 2), sowel as Taalstruktuur en –gebruik (Leeruitkoms 6);</li> <li>• waardering te toon vir die bydrae wat uitkomsgebaseerde onderwys en die Nasionale Kurrikulumverklaring lewer in die strewe om kwaliteit onderwys aan al die leerders van Suid-Afrika te voorsien.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITH113		<b>NQF-Level:</b>
<b>Title:</b> LITERACY IN THE HOME LANGUAGE: ENGLISH		
<p><b>Module Outcomes:</b> After you have completed this module, you should:</p> <ul style="list-style-type: none"> <li>• be able to demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages, as prescribed by the National Curriculum Statement;</li> <li>• be able to demonstrate facilitation skills of methods, procedures and techniques relating to the teaching of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use (Learning Outcome 6);</li> <li>• be able to demonstrate problem solving skills by means of planning and presenting lessons during the teaching of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use (Learning Outcome 6);</li> <li>• be able to show appreciation for the contribution that outcomes based education and the National Curriculum Statement makes in order to strive to provide quality education to all learners in South Africa.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LITH222		<b>NQF-Level:</b>
<b>Title:</b> LITERACY HOME LANGUAGE: AFRIKAANS		
<b>Module Outcomes:</b> Na voltooiing van die module behoort die leerders: <ul style="list-style-type: none"> <li>• 'n stewige kennisbasis met goeie begrip van handskrif en skriftelike kommunikasie in die praktyk as Huistaal (Afrikaans) sowel as denke en redenering in die Grondslagfase, kan demonstreer binne die konteks van die leerarea Tale soos dit voorkom in die Nasionale Kurrikulumverklaring;</li> <li>• sleutelaspekte, teorieë en beginsels met betrekking tot Handskrif en skriftelike kommunikasie (Leeruitkoms 4) sowel as Dink- en Redeneer (Leeruitkoms 5) in die praktyk kan demonstreer;</li> <li>• essensiële metodes, prosedures en tegnieke te kies en toe te pas ten einde probleemoplossingsvaardighede aan te spreek in die beplanning en aanbieding van lesse tydens die onderrig van handskrif, skriftelike kommunikasie en dink- en redeneeraktiwiteite;</li> <li>• kennis, vaardighede en bevoegdhede effektief in groepsverband te kommunikeer.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITH223		<b>NQF-Level:</b>
<b>Title:</b> LITERACY IN THE HOME LANGUAGE: ENGLISH		
<b>Module Outcomes:</b> After you have completed this module, you should: <ul style="list-style-type: none"> <li>• be able to demonstrate a well-rounded and systematic knowledge, with a good understanding of perceptual development, reading readiness and emergent literacy in the Home language (English);</li> <li>• be able to demonstrate essential and practical procedures and processes concerning perceptual development, reading readiness and emergent literacy in the Home Language (English);</li> <li>• be able to demonstrate effective choices and application of essential methods, procedures and techniques to ensure the effective teaching of perceptual development, reading readiness and emergent literacy in the Home Language (English);</li> <li>• be able to demonstrate sensitivity towards the child as a unique human being through expression of an ethical justifiable moral system.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITH312		<b>NQF-Level:</b>
<b>Title:</b> LITERACY HOME LANGUAGE: AFRIKAANS		
<b>Module Outcomes:</b> Na voltooiing van die module behoort die leerders: <ul style="list-style-type: none"> <li>• 'n volronde en sistematiese kennis met goeie begrip van Perseptuele ontwikkeling, Leesgereedheid en Aanvangslees in die Huistaal (Afrikaans) kan demonstreer;</li> <li>• essensiële en praktykgerigte prosedures en prosesse met betrekking tot Perseptuele ontwikkeling, Leesgereedheid en Aanvangslees in die Huistaal (Afrikaans) kan demonstreer;</li> <li>• effektiewe keuse en aanwending van essensiële metodes, prosedures en tegnieke te kies en toe te pas ten einde effektiewe onderrig van Perseptuele ontwikkeling, Leesgereedheid en Aanvangslees in die Huistaal (Afrikaans) te kan demonstreer;</li> <li>• sensitiwiteit teenoor die kind as unieke wese te demonstreer deur uitdrukking te gee aan 'n eties-verantwoordbare waardesisteem.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LITH313		<b>NQF-Level:</b>
<b>Title:</b> LITERACY IN THE HOME LANGUAGE: ENGLISH		
<b>Module Outcomes:</b> After you have completed this module, you should: <ul style="list-style-type: none"> <li>• be able to demonstrate a well-rounded and systematic knowledge, with good insight, of perceptual development, emergent literacy, reading readiness and reading theory in English Home language;</li> <li>• be able to demonstrate essential and practice orientated procedures and processes in relation to perceptual development, emergent literacy, reading readiness and reading theory in English Home language;</li> <li>• be able to demonstrate effective choices and the application of essential methods, procedures and techniques in order to teach perceptual development, emergent literacy, reading readiness and reading theory in English Home language;</li> <li>• be able to demonstrate sensitivity towards the child as a unique human being by taking ethics and the value system into consideration.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITH422		<b>NQF-Level:</b>
<b>Title:</b> LITERACY HOME LANGUAGE: AFRIKAANS		
<b>Module Outcomes:</b> Na voltooiing van die module behoort die leerders: <ul style="list-style-type: none"> <li>• 'n volronde en sistematiese kennis met goeie begrip van Leeruitkoms 3, Lees en Kyk in die Huistaal (Afrikaans) asook assessering in die geletterheidklaskamer in die Grondslagfase kan demonstree binne die konteks van die leerarea Tale soos dit voorkom in die Nasionale Kurrikulumverklaring;</li> <li>• effektiewe keuses en aanwending van essensiële prosedures en tegnieke tydens leesonderrig (Leeruitkoms 3: Lees en Kyk) en assessering in die praktyk kan demonstree;</li> <li>• die vermoë demonstree om onbekende konkrete en abstrakte probleme en kwessies rakende leesonderrig (Leeruitkoms 3: Lees en Kyk) en assessering op te kan los;</li> <li>• eties-korrekte houdings en gedrag te demonstree ten opsigte van die belangrikheid van</li> <li>• goeie lees- en spelvermoëns by die leerder as lewenslange leerder.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LITH423		<b>NQF-Level:</b>
<b>Title:</b> LITERACY IN THE HOME LANGUAGE: ENGLISH		
<b>Module Outcomes:</b> After you have completed this module, you should: <ul style="list-style-type: none"> <li>• demonstrate a complete and systematic knowledge of Learning Outcome 3: Reading and Viewing in the Home Language (English) as well as assessment of the Literacy classroom in the foundation phase, within the context of the learning area Languages, as contained in the National Curriculum Statement;</li> <li>• demonstrate efficient choices and application of essential procedures and techniques during reading instruction (Learning Outcome 3: Reading and Viewing) and its assessment;</li> <li>• demonstrate the ability to solve unfamiliar, concrete and abstract problems and issues regarding reading instruction (Learning Outcome 3: Reading and Viewing) and its assessment; and</li> <li>• demonstrate ethically correct attitudes and behaviour towards learners from a variety of culture groups and facilitate the importance of good reading and spelling ability in the child as lifelong learner.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> LLOD211		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION METHODOLOGY: GET PHASE		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for students in the Senior phase;</li> <li>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of the five main focus areas of Life Orientation to students in the Senior phase;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined problems within a familiar context pertaining to the presentation of the five main focus areas of Life orientation, and present creative lessons for specific application for students in the Senior 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 presentation of the five main focus areas of Life Orientation to students in the Senior phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LLOD321		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION METHODOLOGY: INT PHASE		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories of the presentation of Life Orientation as learning area in context of the National Curriculum to students in the Intermediate phase;</li> <li>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of the four main focus areas of Life Orientation to students in the Intermediate phase;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the four main focus areas of Life orientation and present creative lessons for specific application for students in the Intermediate 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 presentation of the four main focus areas of Life Orientation in the Intermediate phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LLOD411		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION METHODOLOGY: INT PHASE		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <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 Intermediate 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 Intermediate phase.</li> <li>• demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Intermediate phase, using appropriate technological skills</li> </ul>		



<p>and giving evidence of theoretical underpinning;</p> <ul style="list-style-type: none"> <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 Intermediate phase.</li> </ul>		
Method of delivery:		
Assessment Methods: 3 hours 1:1		
<b>Module Code:</b> LLOD421		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION METHODOLOGY: SNR PHASE		
<p><b>Module Outcomes:</b> Upon 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 five focus areas of Life Orientation in the Senior 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 Senior phase.</li> <li>demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;</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 Senior phase.</li> </ul>		
Method of delivery:		
Assessment Methods:		
<b>Module Code:</b> LORD321		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION METHODOLOGY: FET PHASE		
<p><b>Module Outcomes:</b> Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for students in the FET phase;</li> <li>demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the four main focus areas of Life Orientation namely personal development, citizenship, physical development and recreation as well as orientation to the world of work for students in the FET phase;</li> <li>demonstrate the ability to use the attained knowledge to solve well-defined, but unfamiliar problems, within a familiar context pertaining to the four main focus areas of Life Orientation and present creative lessons for specific application for students in 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 four main focus areas of Life Orientation for students in the FET phase.</li> </ul>		
Method of delivery:		
Assessment Methods:		
<b>Module Code:</b> LORD411		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION METHODOLOGY		
<p><b>Module Outcomes:</b> Upon 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, and theories pertaining to the presentation of the four focus areas of Life Orientation in the FET phase;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of Life Orientation in the FET phase.;</li> <li>• demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes, work schedules, lessons, resources and assessment strategies 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>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LORE111		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION: HEALTH PROMOTION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND CAREER CHOICES		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge base regarding various approaches, terminology and concepts, with reference to the learning outcomes of Life Orientation, namely health promotion, personal development and wellbeing, and career and career choices;</li> <li>• identify various themes related to health promotion, personal development and wellbeing, and career choices, based on specific assessment standards of these focus areas in the various phases, as well as to plan corresponding activities efficiently in order to demonstrate a clear understanding of the various approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to utilise acquired knowledge to solve general problems related to lesson planning through a range of themes related to health promotion, personal development and wellbeing, and career and career choices, as indicated in the specific assessment standards of these learning outcomes in the various phases; and</li> <li>• act ethically responsibly and value-driven in all circumstances and all forms of communication, whether written or verbal, regarding the learning and teaching of health promotion, personal development and wellbeing, and career and career choices in the various phases.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LORE121		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of physical development, social development and citizenship;</li> <li>• identify various physical development and citizenship themes related to specific assessment standards of these focus areas, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to use the attained knowledge to solve common problems pertaining to lesson planning to apply a variety of physical development, social development and citizenship themes as indicated in the assessment standards of these learning outcomes;</li> <li>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of physical development, social development and citizenship activities.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> LORE211		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION: HEALTH PROMOTION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND CAREER CHOICES		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of health promotion, personal development and well-being, and career and career choices;</li> <li>• identify various themes related to health promotion, personal development and well-being, and career and career choices, based on specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning to apply a variety of themes related to health promotion, personal development and well-being, and career and career choices as indicated in the specific assessment standards of these learning outcomes in the different phases;</li> <li>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of health promotion, personal development and well-being, and career and career choices in the different phases.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LORE221		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION: LIFE ORIENTATION: PHYSICAL DEVELOPMENT, SOCIAL DEVELOPMENT AND CITIZENSHIP		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of physical development, social development and citizenship;</li> <li>• identify various physical development, social development and citizenship themes related to specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning to apply a variety of physical development, social development and citizenship themes as indicated in specific assessment standards of these learning outcomes in the different phases;</li> <li>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of physical development, social development and citizenship theme activities in the different phases.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> 3 hours 1:1		
<b>Module Code:</b> LORE311		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound academic knowledge and understanding of career and career choices in order to communicate, facilitate, critically analyse and guide students in order to enter the world of work, relevant employment legislation, how to access it, and dealing with unemployment;</li> </ul>		

<ul style="list-style-type: none"> <li>• apply a range of skills, evaluate own ability to prevent and manage stress, and adapt to change as part of an ongoing healthy lifestyle choice;</li> <li>• discuss the importance of initiating, building and sustaining positive relationships with family and peers as well as in the workplace and the broader social context;</li> <li>• investigate the human and environmental factors that cause ill health, accidents, crisis and disasters, and explore appropriate to deal with them; investigate how unequal power relations between sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LORE321		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the two Life Orientation learning outcomes of physical development and citizenship in the FET phase;</li> <li>• identify various physical development and citizenship themes related to specific assessment standards of these focus areas in the FET phase, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to lesson planning to apply a variety of physical development and citizenship themes as indicated in the specific assessment standards of these learning outcomes in the FET phase;</li> <li>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with regard to the teaching and learning of physical development and citizenship theme activities in the FET phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP112		<b>NQF-Level:</b>
<b>Title:</b> THEORETICAL FRAMEWORK FOR LEARNING SUPPORT IN THE FOUNDATION PHASE		
<b>Module Outcomes:</b> After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• understand and demonstrate basic knowledge, theory and practice of learning support in local and global context;</li> <li>• explain fundamental knowledge and understanding of barriers to learning from an ecological and eco-systemic perspective; and</li> <li>• demonstrate fundamental knowledge and insight into learning support in South Africa.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP122		<b>NQF-Level:</b>
<b>Title:</b> IDENTIFICATION AND ASSESSMENT OF BARRIERS TO LEARNING AS WELL AS PERCEPTUAL DEVELOPMENT IN THE FOUNDATION PHASE		
<b>Module Outcomes:</b> After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• apply fundamental theoretical knowledge of different approaches to assessment;</li> <li>• demonstrate solid knowledge and understanding of individual and eco-systemic assessment for learning support</li> </ul>		

<ul style="list-style-type: none"> <li>• explain fundamental knowledge of assessment strategies and techniques for learning support; and</li> <li>• demonstrate with competence solid knowledge and understanding of perceptual development and the effect thereof on successful learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP211		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT: ASSESSMENT FOR LEARNING SUPPORT (FOUNDATION PHASE)		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate solid knowledge of different approaches to assessment.</li> <li>• Demonstrate solid knowledge of individual and systemic assessments for learning support.</li> <li>• Demonstrate solid knowledge of assessment strategies and techniques in assessing for learning support.</li> <li>• Demonstrate the competency to apply knowledge, basic skills and appropriate attitudes in the development of an assessment plan for specific barriers to learning</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP221		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT: INDIVIDUAL SUPPORT FOR BARRIERS TO LEARNING (FOUNDATION PHASE)		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to <ul style="list-style-type: none"> <li>• demonstrate solid knowledge of different approaches to individual support for barriers to learning.</li> <li>• demonstrate solid knowledge, skills and attitudes to develop Individual Educational Plans and provide individual support to learners with specific barriers to learning, within the educators' scope of practice.</li> <li>• demonstrate competence to identify individual support for learners who experience barriers to learning within the macro context</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP212		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT: ASSESSMENT FOR LEARNING SUPPORT (FOUNDATION PHASE)		
<b>Module Outcomes:</b> After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• disclose with competence knowledge and insight regarding social factors that can cause barriers to learning with learners;</li> <li>• demonstrate solid knowledge and understanding regarding strategies that can be applied to overcome socio-economic barriers to learning;</li> <li>• demonstrate insight and knowledge regarding the different approaches to early intervention with the young child; and</li> <li>• act with competence and understanding toward gifted learners and their learning needs.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LSFP222		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT: INDIVIDUAL SUPPORT FOR BARRIERS TO LEARNING (FOUNDATION PHASE)		
<b>Module Outcomes:</b> After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate fundamental theoretical knowledge regarding spoken language, reading and writing to illustrate better understanding for learners with language barriers;</li> <li>• illustrate understanding for the barriers to learning that learners not learning in their mother tongue experience;</li> <li>• demonstrate fundamental knowledge of underlying problems that can result in mathematical learning barriers; and</li> <li>• reflect critically regarding the nature and scope of challenging behaviour as well as to analyse the causes of it.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP 311		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT FOUNDATION PHASE		
<b>Module Outcomes:</b> After completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate the ability to integrate knowledge skills and attitudes to develop Individual Educational plans for learner who experience specific barriers to learning within a support team.</li> <li>• demonstrate well-rounded knowledge of the functions of the institutional support teams and the skills and attitudes to collaborate in such a team.</li> <li>• critically evaluate learning support processes and strategies in a school and classroom</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSFP 312		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT FOUNDATION PHASE		
<b>Module Outcomes:</b> After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• illustrate critical insight with regard to the needs and accommodation of learners with physical impairments;</li> <li>• illustrate critical insight with regard to the needs and accommodation of learners with visual impairments;</li> <li>• illustrate critical insight with regard to the needs and accommodation of learners with hearing impairments;</li> <li>• illustrate critical insight with regard to the needs and accommodation of learners with intellectual;</li> <li>• illustrate critical insight with regard to the needs and accommodation of learners with severe multiple disabilities;</li> <li>• illustrate critical insight with regard to the needs and accommodation of learners with chronic illnesses;</li> <li>• provide with competence learning support to learners with above mentioned barriers to learning;</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LSFP321		<b>NQF-Level:</b>
<b>Title:</b> LEARNER SUPPORT		
<b>Module Outcomes:</b> After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>demonstrate critical insight and knowledge to integrate knowledge, skills and attitudes to develop individual education plans within a support team for learners with specific barriers to learning as addressed in LSFP 211 and LSFP 221;</li> <li>demonstrate and apply critical insight, knowledge, skills and attitudes regarding the functions of the institutional support team</li> <li>with competence critically analyse, evaluate and apply learning support processes in the school and the classroom.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSKA311		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS ART		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>demonstrate a well-rounded and systematic knowledge base of the visual language in art as applicable to the facilitation of creative art activities in the Foundation Phase; and of the National Curriculum Statement for the Learning Area Arts and Culture in the Foundation Phase;</li> <li>identify age-appropriate activities and techniques relevant for child art development and the connection with the facilitation of creative art activities in the Foundation Phase; and plan practical activities supporting the coherent and critical understanding of the subject didactics of art, with regard to the practice of art-teaching in the Foundation Phase;</li> <li>demonstrate applied knowledge in curriculum in the Learning Area Arts and Culture in the Foundation Phase to present and communicate information, ideas and opinions in well-structured arguments, giving evidence of visual research results directed at the facilitation of students through the integration of information technologies and the informal approach to lesson presentation in art;</li> <li>demonstrate ethically responsible behaviour while reflecting on the diversity within the National Curriculum for Arts and Culture in the Foundation Phase, through communication and behaviour.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSKE321		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS ENVIRONMENTAL STUDIES		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>demonstrate well rounded and systematic knowledge base of the environment and detail knowledge of areas of the environment;</li> <li>explain and apply essential procedures and processes with regard to the nature and field of environmental studies;</li> <li>demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation Phase students;</li> <li>demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> 2 hours 1:1		

<b>Module Code:</b> LSKH221		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS HEALTH EDUCATION		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate well rounded and systematic knowledge base of the environment and detail knowledge of areas of the environment;</li> <li>• explain and apply essential procedures and processes with regard to the nature and field of environmental studies;</li> <li>• demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation Phase students;</li> <li>• demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSKM121		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS MUSIC		
<b>Module Outcomes:</b> On the successful completion of this module you should: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge and informed understanding of some of the music concepts, such as rhythm, melody, form, texture, tempo, timbre and dynamics;</li> <li>• analyse and apply some music activities and skills in which young students can be involved such as singing, movement, listening, instrumental play, improvisation and reading and writing music and accompany school students on the guitar or African percussion instruments;</li> <li>• demonstrate an ability to solve well-defined problems in planning appropriate music activities and lessons in the Foundation Phase;</li> <li>• demonstrate ethically responsible behaviour while constantly developing your role as a Foundation Phase music teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSKM211		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS MUSIC		
<b>Module Outcomes:</b> On the successful completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base and sound understanding of music, dance and drama concepts and activities for the Foundation Phase and apply the grouping and clustering of assessment standards in Foundation Phase lessons to demonstrate a better understanding of the application of the NCS;</li> <li>• critically analyse and synthesise information on the implications of the development of the young student for music training, apply various didactic principles in music, read and write music, apply these skills creatively in various suitable music activities, play recorder or melodica and accompany more advanced Foundation Phase songs on the guitar or African percussion instruments;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate music, dance and drama activities and lessons in the Foundation Phase; and</li> <li>• compare world views and demonstrate own world view while continuously developing his/her role as Foundation Phase music teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		



<b>Module Code:</b> LSKN312		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS: NUTRITION		
<b>Module Outcomes:</b> Upon completion of this module, the students should: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded knowledge base and sound understanding of nutrition for children as a component of Life Skills including: various aspects of nutrition, foods, under-nutrition, over-nutrition, malnutrition and special diets for young students; various problems regarding aspects of nutrition in the South African context; the impact that nutrition has on the development of the child and an awareness of correct nutrition and a healthy lifestyle;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;</li> <li>• demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned theory by using basic information technology demonstrate own ideas and opinions in well-structured arguments in a professional manner.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSKP311		<b>NQF-Level:</b>
<b>Title:</b> LIFE SKILLS PHYSICAL EDUCATION		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation Phase student;</li> <li>• identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development;</li> <li>• demonstrate the ability to solve well-defined but unfamiliar problem to plan and present scientific and creative movement development lessons for specific application to different age and developmental groups in the Foundation Phase, and to identify and address perceptual and gross motor problems and other medical conditions related to movement;</li> <li>• act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to movement development in the Foundation phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MALA211		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA MATHEMATICS: DEVELOPMENT OF NUMBER SYSTEMS		
<b>Module Outcomes:</b> Upon completion of this module students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight into the history of the denary number system, other bases, the extension of operations and computational procedures with natural numbers, whole numbers to integers ;</li> <li>• demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;</li> <li>• be able to understand mathematical concepts, procedures and processes so that the learner may make connections, communicate, solve problems, reason in a mathematical manner, estimate, do mental calculations and depict these in a number of ways;</li> <li>• as subject specialist, understand, explain, compare, demonstrate and implement the specialised nature of teaching Mathematics, conduct problem-solving, use calculators, and finally diagnose the mistakes and problems learners have and solve these, as prescribed by the National Curriculum Statement, learning outcome 1: Number and number</li> </ul>		

operations; <ul style="list-style-type: none"> <li>• be competent to interpret and remediate solutions, models and representations when necessary; and</li> <li>• evaluate the validity of the mathematical representations, models and solutions to problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MALA221		<b>NQF-Level:</b>
<b>Title:</b> AREA MATHEMATICS: NUMBER SYSTEMS AND ALGEBRA LEARNING		
<b>Module Outcomes:</b> Upon completion of this module students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight regarding the extension of operations and computational procedures, as well as advanced mental strategies (integers to rational and real numbers);</li> <li>• understand mathematical concepts, procedures and processes in order to explain to the learners how to draw relations, communicate, solve problems, reason mathematically (knowledge of the technical vocabulary in Mathematics), estimate, do mental arithmetic and represent it in various ways (symbols, graphs, diagrams);</li> <li>• as subject specialist, understand, explain, compare, demonstrate and implement, solve problems, use calculators and diagnose learner errors and problems as determined by the National Curriculum Statement, Learning Outcome 1, Numbers;</li> <li>• demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), in context, implementing various computational procedures;</li> <li>• be competent to interpret and remediate solutions, models and representations when necessary;</li> <li>• evaluate the validity of the mathematical representations, models and solutions to problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MALA31		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA MATHEMATICS: DATA HANDLING AND FUNCTIONAL RELATIONSHIPS		
<b>Module Outcomes:</b> Upon completion of this module students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight regarding advanced number patterns (including sequences and series), elementary functional relationships as well as data handling and the implementing of appropriate technology;</li> <li>• as subject specialist, understand, explain, compare, demonstrate and implement, solve problems, use calculators, as determined by the National Curriculum Statement, Learning outcome 2 (Number patterns) and Learning outcome 5 (data handling)</li> <li>• demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;</li> <li>• be competent to interpret and remediate solutions, models and representations, when necessary;</li> <li>• evaluate the validity of the mathematical representations, models and solutions to problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MALA321		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA MATHEMATICS: GEOMETRY - AN INVESTIGATIVE APPROACH		
<b>Module Outcomes:</b> Upon completion of this module students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight regarding Euclidean geometry,</li> </ul>		

(Learning outcome 3: Measurement; and Learning outcome 4: Shape and space) including the discovering and investigations to geometry using 3-D real life objects and 2-D forms; <ul style="list-style-type: none"> <li>• demonstrate skills to facilitate learning of geometry with understanding, through the solution of real life situations (problems), implementing appropriate technology;</li> <li>• demonstrate an understanding of the Van Hiele levels of geometrical thought and to be able to apply these effectively;</li> <li>• be competent to interpret and remediate geometrical solutions, models and representations, when necessary;</li> <li>• evaluate the validity of the geometrical representations, models and solutions to problems.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATD211		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS METHODOLOGY: SENIOR PHASE		
<b>Module Outcomes:</b> Upon completion of this module, the students should: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge of teaching-learning approaches in mathematics;</li> <li>• identify and motivate the role of assessment of and for mathematics learning;</li> <li>• apply different teaching strategies to plan and present mathematics lessons for senior phase students;</li> <li>• illustrate an appreciation for the value of mathematics in real life.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATD312		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS METHODOLOGY: INTERMEDIATE PHASE		
<b>Module Outcomes:</b> On completion of this module you should be able to <ul style="list-style-type: none"> <li>• demonstrate a complete and systematic knowledge of the structure and content of the school Mathematics curriculum with regard to the Intermediate Phase Learning Outcome 1 (Numerical operations and relationships);</li> <li>• understand and apply learning theories and aspects thereof that are relevant to the teaching and learning of Mathematics in the planning and compilation of a lesson plan for a specific grade (4-6) of this school phase (Part 1);</li> <li>• use suitable technology, with evidence of theoretical grounding, to plan and present Mathematics lessons for the Intermediate Phase; and</li> <li>• through communication and action, demonstrate an appreciation of the value of Mathematics in the world of work.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATD321		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS METHODOLOGY/ FET PHASE		
<b>Module Outcomes:</b> Upon completion of this module, the students should: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of the structure and content of the school mathematics curriculum with respect to the specific school phase;</li> <li>• apply key concepts and procedures learnt and taught in school mathematics to plan and compile a work schedule for a specific grade of this school phase;</li> <li>• use appropriate technologies to plan and present mathematics lessons for the specific phase students, giving evidence of theoretical underpinning;</li> <li>• demonstrate an appreciation for the value of mathematics in real life through communication and behaviour.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> MATD413		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS METHODOLOGY: INTERMEDIATE PHASE		
<p><b>Module Outcomes:</b> Upon completion of this module you should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate rounded and systematic knowledge of the structure and content of the school mathematics curriculum with regard to the Intermediate Phase learning outcome 3 (Space and Shape) and learning outcome 4 (Measurement) by means of lesson plans and reflection on presentation of lessons (<i>Reflection on Teaching</i>);</li> <li>• know the correct fundamental vocabulary in Mathematics that is required by the NCS for learning outcomes 3 and 4 and use it correctly and with ease;</li> <li>• plan, analyse, test, reflect, adapt and improve lesson plans regarding learning outcomes 3 and 4 (including integration with learning outcomes in other learning areas; suitable use of technology to plan and present mathematics lessons for the Intermediate Phase while proving theoretical underpinning); and</li> <li>• demonstrate an appreciation for the value of mathematics in the world of work through communication and action</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATD411		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS METHODOLOGY: FET		
<p><b>Module Outcomes:</b> Upon completion of this module, students should:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of the structure and content of the Mathematical Literacy Curriculum;</li> <li>• demonstrate the abilities to plan and compile a portfolio for Mathematical Literacy, including a work schedule for a specific grade, lesson plans, and self-developed learning materials;</li> <li>• apply knowledge of mathematical literacy to plan and present mathematical literacy lessons;</li> <li>• demonstrate an appreciation for the value of mathematics in real life through communication and behaviour in the class situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATD421		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS METHODOLOGY: SENIOR PHASE		
<p><b>Module Outcomes:</b> Upon completion of this module, the students should:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of the structure and content of the school mathematics curriculum applicable to this school phase(s);</li> <li>• demonstrate the effective use of technology (calculators, graphic calculators, computer programmes) and plan and present mathematics lessons;</li> <li>• demonstrate an appreciation for the value of mathematics in the world of work in communication and behaviour in the class situation.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> MATE111		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS FOR EDUCATION: FUNCTIONS		
<b>Module Outcomes:</b> After completing the module, students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight with respect to the following functions: linear functions, quadratic functions, polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential functions, logarithmic functions and hyperbolic functions;</li> <li>• demonstrate skills to model real-world situations and related problems using the mentioned functions both by pen and paper methods and by applying suitable computer software;</li> <li>• be competent to interpret solutions produced by the abovementioned processes. Students should be able to execute basic operations with the functions, apply compound functions and if possible, determine the inverse of the functions;</li> <li>• use functions to model real-life situations and problems evaluate whether the mathematical solutions are valid.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATE121		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS FOR EDUCATION: ELEMENTARY STATISTICS		
<b>Module Outcomes:</b> Upon completion of this module students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and insight with respect to elementary statistics and probability;</li> <li>• demonstrate the ability to determine the probability of an event using an appropriate definition, as well as the ability to gather, organise and represent data;</li> <li>• apply the rules of probability and statistics to solve real life problems and interpret data in order to draw conclusions with respect to the research questions, and make informed decisions using suitable computer software calculations and any other matter applicable to the teaching and facilitation of statistics and probability at school-level;</li> <li>• evaluate the validity of mathematical solutions within the context of real world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATE211		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS FOR EDUCATION: SPHERICAL AND EUCLIDEAN GEOMETRY		
<b>Module Outcomes:</b> After completing the module students should: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge, understanding and insight with respect to Euclidean and spherical geometry by studying geometry on the plane and on the sphere;</li> <li>• demonstrate solid knowledge, understanding and insight with respect to defining and describing conic sections conceptually and algebraically;</li> <li>• demonstrate skills to compare the spherical proofs and results of theorems and axioms with those of Euclidean geometry; comparing relationships between trigonometry and geometry on the sphere;</li> <li>• demonstrate skills using suitable computer software to facilitate the modelling of real-world problems;</li> <li>• be competent to investigate the relationship between spherical geometry and real life situations;</li> <li>• be competent in applying the theory of conic sections in order to solve real-world problems;</li> <li>• evaluate the validity of mathematical solutions to real life problems.</li> </ul>		

<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATE221		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS FOR EDUCATION: INTRODUCTORY ALGEBRA		
<b>Module Outcomes:</b> After completing this module the student should: <ul style="list-style-type: none"> <li>demonstrate solid knowledge, understanding and insight with respect to number systems, mathematical induction, complex numbers, polynomial functions, partial fractions and sequences and series;</li> <li>demonstrate skill in performing calculations with the respective number systems and their properties, calculations with polynomial functions, resolving rational polynomial quotients into partial fractions, calculations with sequences and series and to describe the behaviour of sequences and series;</li> <li>be competent to apply the properties of the respective number systems, prove relationships using mathematical induction, model real world situations using polynomials, use applicable computer software to investigate the behaviour of polynomial functions and series and to model real word situations using sequences and series;</li> <li>be capable to evaluate the validity of mathematical solutions within the context of real world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATE311		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS FOR EDUCATION: CALCULUS		
<b>Module Outcomes:</b> After completing this module the student should: <ul style="list-style-type: none"> <li>demonstrate advanced knowledge, understanding and insight with respect to limits and continuity, the meanings of the derivative, the meanings of the integral, the midpoint rule, the properties of the definite integral, Riemann-sums and the Fundamental Theorem of Differential and Integral Calculus;</li> <li>demonstrate skill in the calculation of the derivative from the definition, the derivation of certain differentiation rules, the calculation of a large variety of derivatives, the limit of a Riemann-sum and a large variety of indefinite and definite integrals;</li> <li>be competent to apply differentiation and integration to analyse the behaviour of functions within real life situations and solve problems where rates of change, area, total change and volume are involved;</li> <li>be capable to evaluate the meaning and validity of his analysis or solutions within the context of real life situations.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATE321		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS FOR EDUCATION: LINEAR ALGEBRA		
<b>Module Outcomes:</b> After completing this module the student should: <ul style="list-style-type: none"> <li>demonstrate advanced knowledge, understanding and insight with respect to the solution of geometrical problems using geometrical vectors, vector operations, the linear dependency of vectors inside a three-dimensional space, bases for systems of vectors, solving systems of linear equations within real life contexts, non-linear equations and non-linear inequalities, algebraic operations with matrices and the application of these matters within the context of real life situations;</li> <li>demonstrate skill in the use of applicable computer software to perform matrix operations and solve linear programs graphically;</li> <li>be competent to solve real life problems using vectors, matrices and linear programming;</li> </ul>		

<ul style="list-style-type: none"> <li>be capable to evaluate the validity of mathematical solutions within the context of real life situations.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATF221		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS IN PRACTICE: NUMBERS, CALCULATIONS AND DATA HANDLING		
<b>Module Outcomes:</b> Upon completion of this module students should be able to <ul style="list-style-type: none"> <li>Demonstrate solid knowledge of numbers, number patterns and operations, as well as elementary statistics and probability;</li> <li>Identify number patterns in a variety of contexts, and be able to make generalisations and also be able to gather, organise, represent data</li> <li>Demonstrate the ability to apply this knowledge to solve real-life problems in a variety of contexts, and analyse data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw conclusions from these findings, and make forecasts based on probability</li> <li>Demonstrate positive attitudes towards the teaching and learning of mathematics</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATF311		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS IN PRACTICE: GEOMETRY IN ACTION		
<b>Module Outcomes:</b> Upon completion of this module students should be able to <ul style="list-style-type: none"> <li>demonstrate well-rounded and systematic knowledge with respect to the properties of and relationships between two-dimensional shapes and three-dimensional solids</li> <li>demonstrate skills in the calculation of area of two-dimensional figures and surface area and volume of three-dimensional solids solution of real-life problems,</li> <li>solve real-life problems by implementing these skills, including the use of dynamic computer software (e.g. The Geometer's Sketchpad®)</li> <li>evaluate the validity of mathematical solutions within the context of real-life situations</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATL112		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS LITERACY: NUMBERS IN CONTEXT		
<b>Module Outcomes:</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>demonstrate a solid knowledge of numbers within the context of a Mathematical Literacy Curriculum;</li> <li>identify relevant real-life contexts in which to embed the solid knowledge of numbers;</li> <li>demonstrate problem solving abilities by applying a solid knowledge of numbers in the mathematisation of real-life situations;</li> <li>appreciate the role that a solid knowledge of numbers plays as a tool to make sense of reality.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATL21		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICAL LITERACY: EXPLORING GEOMETRY		
<b>Module Outcomes:</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of shape, space and measurement within the context of a Mathematical Literacy Curriculum;</li> </ul>		

<ul style="list-style-type: none"> <li>• identify relevant real-life contexts in which to embed the fundamental knowledge of shape, space and measurement;</li> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of shape, space and measurement in the mathematisation of real-life situations;</li> <li>• appreciate the role that a fundamental knowledge of shape, space and measurement play as a tool to make sense of reality.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATL212		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICAL LITERACY: EXPLORING NUMBERS AND RELATIONSHIPS		
<b>Module Outcomes:</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of numbers and relationships within the context of a Mathematical Literacy Curriculum;</li> <li>• identify relevant real-life contexts in which to embed the fundamental knowledge of numbers and relationships;</li> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of numbers and relationships in the mathematisation of real-life situations;</li> <li>• appreciate the role that a fundamental knowledge of numbers and relationships play as a tool to make sense of reality.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATL221		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICAL LITERACY: STATISTICS IN CONTEXT		
<b>Module Outcomes:</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge of statistics and probability within the context of a Mathematical Literacy Curriculum;</li> <li>• identify relevant real-life contexts in which to embed the solid knowledge of statistics and probability;</li> <li>• demonstrate problem solving abilities by applying a solid knowledge of statistics and probability in the mathematisation of real-life situations;</li> <li>• appreciate the role that a solid knowledge of statistics and probability plays as a tool to make sense of reality.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MATL311		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS LITERACY: FUNCTIONS IN CONTEXT		
<b>Module Outcomes:</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of functions within the context of a Mathematical Literacy Curriculum;</li> <li>• identify relevant real-life contexts in which to embed the well-rounded and systematic knowledge of functions;</li> <li>• demonstrate problem solving abilities by applying a well-rounded and systematic knowledge of functions in the mathematisation of real-life situations;</li> <li>• appreciate the role that a well-rounded knowledge of functions plays as a tool to make sense of reality.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		



<b>Module Code:</b> MATL321		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICAL LITERACY: GEOMETRY IN CONTEXT		
<b>Module Outcomes:</b> Upon completion of this module students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of shape, space and measurement within the context of a Mathematical Literacy Curriculum;</li> <li>• identify relevant real-life contexts in which to embed the well-rounded and systematic knowledge of shape, space and measurement;</li> <li>• demonstrate problem solving abilities by applying a well-rounded and systematic knowledge of shape, space and measurement in the mathematisation of real-life situations;</li> <li>• appreciate the role that a well-rounded knowledge of shape, space and measurement plays as a tool to make sense of reality.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MBLO421		<b>NQF-Level:</b>
<b>Title:</b> MANAGING BARRIERS TO LEARNING		
<b>Module Outcomes:</b> The student should be able to prove that he/she possesses the necessary knowledge and skills regarding the following: knowledge of South African policy documents regarding inclusive education, the identification of barriers to learning and the provision of support in the classroom, the adaptation of the curriculum and assessment for barriers to learning; managing an inclusive classroom; the functioning of an ecosystemic approach; normal as well as deviating development of a child.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MFPD211		<b>NQF-Level:</b>
<b>Title:</b> NUMERACY METHODOLOGY		
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate informed comprehension of Mathematics as learning area in the Foundation Phase;</li> <li>• demonstrate the role of teaching-learning approaches;</li> <li>• apply different teaching strategies in the planning and presentation of mathematical lessons;</li> <li>• analyse and facilitate the nature and solutions of real life problems;</li> <li>• demonstrate the basic principles of numeracy in the classroom on an ethical responsible manner and to communicate about it with learners and the community.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MFPD221		<b>NQF-Level:</b>
<b>Title:</b> NUMERACY METHODOLOGY		
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• On completion of this module, the student should: understand, explain and demonstrate with ease the nature of mathematics as subject specialist;</li> <li>• demonstrate knowledge and insight regarding the approach and application of the whole numbers and the four main calculations;</li> <li>• develop the skill to demonstrate with ease the problem solution techniques of the four main calculations and estimation;</li> </ul>		

<ul style="list-style-type: none"> <li>• interpret and assess learners' methods and strategies ;</li> <li>• demonstrate on an ethical-professional manner the basic principles of numeracy that are required in the classroom and to communicate it with learners and the community.</li> </ul>			
<b>Method of delivery:</b>			
<b>Assessment Methods:</b>			
<b>Module Code:</b> MFPD411		<b>NQF-Level:</b>	
<b>Title:</b> NUMERACY METHODOLOGY			
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight regarding the methodology of fractions (ordinary and decimal);</li> <li>• interpret and assess learners' problems regarding the application of strategies with measurement, data-handling, graphs and probability during lesson presentations;</li> <li>• possess different skills to develop and implement didactical knowledge in a variety of learning strategies so that it can lead to effective communication in the classroom;</li> <li>• demonstrate own ideas and opinions in well constructed arguments on an ethical responsible manner.</li> </ul>			
<b>Method of delivery:</b>			
<b>Assessment Methods:</b>			
<b>Module Code:</b> MFPD421		<b>NQF-Level:</b>	
<b>TITLE:</b> NUMERACY METHODOLOGY			
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge and insight of measurement, space and learning theories;</li> <li>• interpret learners' methods/strategies and presentations from different contexts be able to apply own geometry knowledge in the practice;</li> <li>• develop further integrated applications in knowledge and abilities regarding the planning and implementation of appropriate teaching strategies so that it is suitable for a variety of learners in the classroom;</li> <li>• demonstrate own ideas and opinions in well constructed arguments on an ethical responsible manner.</li> </ul>			
<b>Method of delivery:</b>			
<b>Assessment Methods:</b>			
<b>Module Code:</b> MFPP111		<b>NQF-Level:</b>	
<b>Title:</b> MATHEMATICS: INTRODUCTION TO FUNDAMENTAL MATHEMATICS			
<b>Module Outcomes:</b> On completion of this module, the student should <ul style="list-style-type: none"> <li>• acquire a sound and systematic knowledge of the learning of Mathematics;</li> <li>• understand the necessity of the higher-order thoughts to understand Maths and solve problems (in context);</li> <li>• understand the necessity of the higher-order thoughts to understand Maths and understanding problem solving (in context) and the application thereof;</li> <li>• understand what Maths, comprehension of numbers, classification, counting and our base-ten number system, is;</li> <li>• interpret and assess the methods/ strategies, models and presentations of learners at school;</li> <li>• apply teaching theories in his/ her own knowledge of Maths with confidence;</li> <li>• facilitate, interpret and mediate the solution, presentation and modelling of true to life problems;</li> <li>• guide the learners at school to nurture the right attitudes and values towards the study and learning of Mathematics.</li> </ul>			
<b>Method of delivery:</b>			

<b>Assessment Methods:</b>				
<b>Module Code:</b> MFPF 121		<b>NQF-Level:</b>		
<b>Title:</b> NUMERACY				
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight with respect to the construction of meaning of whole numbers;</li> <li>• demonstrate knowledge and insight with respect to the estimating and application of the four main operations for whole numbers;</li> <li>• build on the meaning of estimation and the four main operations;</li> <li>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;</li> <li>• interpret and assess methods/strategies of learners;</li> <li>• apply with confidence his/her mathematic knowledge of learning theories to real-life problems through problem solving;</li> <li>• accommodate all learners so that they gain positive attitudes and values towards mathematics.</li> </ul>				
<b>Method of delivery:</b>				
<b>Assessment Methods:</b>				
<b>Module Code:</b> MFPF311		<b>NQF-Level:</b>		
<b>Title:</b> NUMERACY				
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages to assist learners to develop techniques to solve real-life problems;</li> <li>• demonstrate knowledge and insight with respect to data handling and probability;</li> <li>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;</li> <li>• interpret and assess methods/strategies of learners;</li> <li>• apply with confidence his/her mathematic knowledge of learning theories to real-life problems through problem solving; and</li> <li>• accommodate all learners so that they gain positive attitudes and values towards mathematics.</li> </ul>				
<b>Method of delivery:</b>				
<b>Assessment Methods:</b>				
<b>Module Code:</b> MFPF321		<b>NQF-Level:</b>		
<b>Title:</b> NUMERACY / GESYFERDHEID				
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry;</li> <li>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;</li> <li>• interpret and assess learners methods/strategies and representations (models, picture and diagrams);</li> <li>• apply learning theories with confidence in his/her knowledge of geometry to real-life problems through problem solving;</li> <li>• accommodate all learners so that they gain positive attitudes and values toward mathematics; and</li> <li>• demonstrate how and where to implement appropriate computer software and other</li> </ul>				

technology to develop mathematical concepts and skills.			
<b>Method of delivery:</b>			
<b>Assessment Methods:</b>			
<b>Module Code:</b> NFPD211		<b>NQF-Level:</b>	
<b>Title:</b> NUMERACY METHODOLOGY			
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate a solid and systematic knowledge base concerning the way in which to implement and demonstrate concepts, principles and theories of the following; calculations, place values, fractions and geometry during didactic presentation of learning in Numeracy in the Foundation Phase;</li> <li>• demonstrate the skill and competence to develop problem solving techniques, related procedures, terminologies and strategies concerning above-mentioned themes in order for effective, responsible communication skills to be applied in the classroom;</li> <li>• acquire problem solving skills regarding the planning and presentation of lessons during practical sessions in context of the theory described above by means of employing applicable technological resources; and</li> <li>• demonstrate the basic values of numeracy that are required in the classroom context in an ethical-professional manner as well as the ability to communicate with students and the community.</li> </ul>			
<b>Method of delivery:</b>			
<b>Assessment Methods:</b>			
<b>Module Code:</b> NFPD311		<b>NQF-Level:</b>	
<b>Title:</b> NUMERACY METHODOLOGY			
<b>Module Outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate a refined and thorough, systematic knowledge of problem identification, should be able to apply critical and creative strategies and solutions to problems to measurement, data handling, graphs and probability during lesson presentation;</li> <li>• have various skills in order to develop and implement didactic knowledge in a variety of learning strategies in order to establish effective communication in class;</li> <li>• be able to develop further, integrated applications of knowledge and skills concerning the planning and implementation of suitable teaching strategies in order to suit the variety of students in the classroom; and</li> <li>• demonstrate his/her own ideas and opinions in an ethically accountable manner via well structured arguments.</li> </ul>			
<b>Method of delivery:</b>			
<b>Assessment Methods:</b>			

<b>Module code: NFPF321</b>	<b>Semester 2</b>	<b>NQF-level: 6/7</b>
Title: Numeracy: More fundamental concepts in number and number patterns and data handling		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages, to assist learners to develop techniques to solve real-life problems meaningfully;</li> <li>• demonstrate solid knowledge and insight with respect to data handling and probability;</li> <li>• teach/facilitate through problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies;</li> <li>• be able to apply their knowledge of mathematics, making use of learning theories, facilitating the solution problems;</li> <li>• be able to accommodate all learners so that they gain positive attitudes and values towards mathematics;</li> <li>• demonstrate how and when to implement the calculator to develop mathematical concepts and skills.</li> </ul>		
<b>Module Code: NFPD421</b>		<b>NQF-Level:</b>
<b>Title: NUMERACY METHODOLOGY</b>		
<b>Module Outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate a complete knowledge and understanding of how to increase cooperative learning in Numeracy for the Foundation Phase as well as to equip students with knowledge necessary to handle the impact of the environment of Numeracy by means of research;</li> <li>• possess the skill to identify and analyse problems and to develop strategies to help students with specific problems;</li> <li>• apply knowledge and skills in an integrated manner so as to effectively apply research conducted in the area of Numeracy in order for teaching to occur; and</li> <li>• demonstrate the ethical-professional values required for Numeracy in the classroom as well as the community.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: NFPF221</b>		<b>NQF-Level:</b>
<b>Title: NUMERACY FUNDAMENTAL CONCEPTS IN NUMBER AND NUMBER PATTERNS</b>		
<b>Module Outcomes:</b> After completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate an indepth knowledge and insight with respect to the construction of meaning, whole number, as well as fraction algorithms, representation of fractions, building understanding, estimating and application of the four main operations with whole numbers, be able to predict the difficulties students might experience;</li> <li>• teach/facilitate through problem solving, in context, in the foundation phase, being able to understand interpret and assess students' strategies;</li> <li>• be able to implement/apply his/her knowledge of mathematics making use of learning theories, facilitating the solution of problems;</li> <li>• accommodate all students so that they gain positive attitudes and values towards mathematics;</li> <li>• demonstrate how and where to implement appropriate technology to develop mathematical concepts and skills.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> MFPF 311		<b>NQF-Level:</b>
<b>Title:</b> NUMERACY		
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages to assist learners to develop techniques to solve real-life problems;</li> <li>• demonstrate knowledge and insight with respect to data handling and probability;</li> <li>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;</li> <li>• interpret and assess methods/strategies of learners;</li> <li>• apply with confidence his/her mathematic knowledge of learning theories to real-life problems through problem solving; and</li> <li>• accommodate all learners so that they gain positive attitudes and values towards mathematics.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MFPF321		<b>NQF-Level:</b>
<b>Title:</b> NUMERACY: MORE FUNDAMENTAL CONCEPTS IN NUMBERS, NUMBER PATTERNS AND DATA HANDLING		
<b>Module Outcomes:</b> On completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry;</li> <li>• predict problems of learners in context (real-life problems) with teaching/facilitation of problem solving;</li> <li>• interpret and assess learners methods/strategies and representations (models, pictures and diagrams);</li> <li>• apply learning theories with confidence in his/her knowledge of geometry to real-life problems through problem solving;</li> <li>• accommodate all learners so that they gain positive attitudes and values towards mathematics; and</li> <li>• demonstrate how and where to implement appropriate computer software and other technology to develop mathematical concepts and skills.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MTED211		<b>NQF-Level:</b>
<b>Title:</b> MECHANICAL TECHNOLOGY METHODOLOGY		
<b>Module outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS policy of Mechanical Technology in the FET Phase;</li> <li>• demonstrate the knowledge and skills in problem-based teaching approaches; and</li> <li>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of Technology, with and without resources.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MTED311		<b>NQF-Level:</b>
<b>Title:</b> MECHANICAL TECHNOLOGY METHODOLOGY		
<b>Module Outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:		

<ul style="list-style-type: none"> <li>• curriculum development of Mechanical Technology;</li> <li>• the use and application of applicable assessment and tasks for the presenting of Mechanical Technology;</li> <li>• management of a FET Technology workshop; and</li> <li>• teacher and learner portfolios</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MTED422		<b>NQF-Level:</b>
<b>Title:</b> MECHANICAL TECHNOLOGY METHODOLOGY		
<p><b>Module outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following:</p> <ul style="list-style-type: none"> <li>• recognition of the place, influence and role of Mechanical Technology</li> <li>• planning of theoretical and practical lessons in Mechanical technology</li> <li>• planning and doing of practical projects in Mechanical technology</li> <li>• planning and doing of theoretical projects in Mechanical technology</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NFPF411		<b>NQF-Level:</b>
<b>Title:</b> NUMERACY: FUNDAMENTAL CONCEPTS IN SPACE AND SHAPE		
<p><b>Module Outcomes:</b> After completion of this module, the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate solid knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's Levels of development) regarding geometry;</li> <li>• demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the foundation phase, being able to understand, interpret and assess students' strategies and representations (models, pictures, and diagrams);</li> <li>• be able to implement/apply his/her knowledge of geometry making use of learning theories, facilitating the solution of geometrical problems;</li> <li>• be able to accommodate all students so that they gain positive attitudes and values towards geometry;</li> <li>• demonstrate how and when to implement appropriate technology (e.g., pocket calculator or computer programmes) to develop mathematical concepts and skills.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PACO411		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO THE PERFORMING ARTS AND CULTURE		
<p><b>Module Outcomes:</b> This module will enable the student (student) to discover, appreciate and respect the heritage of our diverse culture and understand individual-, group and cultural identity. The student (student) should be able to display a basic level of knowledge regarding selected cultural activities; comprising of a theoretical as well as a practical component.</p>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSD321		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES METHODOLOGY		
<p><b>Module Outcomes:</b> Upon completion of this module the students should:</p> <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of the following: the Physical Science teacher, policy documents applicable to the Physical Sciences, mastering of Physical Sciences and the scientific method of investigation;</li> </ul>		

<ul style="list-style-type: none"> <li>• identify and solve problems within the abovementioned themes and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;</li> <li>• acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and</li> <li>• demonstrate an appreciation of the ethical-professional requirements for and responsibilities of the Physical Science teacher.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSD411		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module the students should: <ul style="list-style-type: none"> <li>• Experiments at school level in the Physics and Chemistry components of Physical Sciences;</li> <li>• The theory (Physics and Chemistry) associated with the experiments;</li> <li>• The contextualisation of the theory and experiments in a learning and teaching environment;</li> <li>• The educational theory (constructivist) on which this approach to teaching and learning is based;</li> <li>• Alternative views of learners in the physical sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSE111		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• have a thorough knowledge of the nature of chemistry and where it fits in with the other natural sciences;</li> <li>• analyse and separate matter;</li> <li>• apply various calculations on chemical data;</li> <li>• perform stoichiometric calculations in a variety of situations;</li> <li>• identify, analyse and synthesise chemical reactions;</li> <li>• perform analyses by making use of stoichiometry;</li> <li>• plan, perform and communicate in the form of a report experiments with responsibility and the necessary safety;</li> <li>• deal with the topics in the module in a self-regulated manner;</li> <li>• demonstrate, from an established value system, an ethically correct attitude towards all facets of nature and humans; and</li> <li>• be critical about similar contents that are dealt with on school level and be able to facilitate contents that are confused on school level.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSE121		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES: INTRODUCTORY MECHANICS AND OPTICS		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>• the description of rectilinear motion and motion in a flat plane;</li> <li>• the application of Newton's laws of motion in a variety of situations;</li> <li>• the scientific handling of the concepts of <i>work</i> and <i>energy</i>;</li> <li>• the reflection of light and image formation by mirrors;</li> <li>• the refraction and dispersion of light, as well as image formation by lenses;</li> </ul>		



<ul style="list-style-type: none"> <li>Christian-based science research regarding the study themes contained in this study guide; and</li> <li>the learning facilitation of Natural Science.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSE211		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES: ADVANCED MECHANICS AND ELECTRICITY		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li><b>Outcome of knowledge</b> Demonstrate a basic knowledge of Newton's Universal Law of Gravity, rotational motion, electro-statics and electro-dynamics;</li> <li><b>Outcome of skills</b> Identify and solve practice relevant problems that are related to gravity, rotational motion of objects, electro-statics and electro-dynamics;</li> <li><b>Outcome of abilities</b> Follow a problem solving approach in the context of the above content by means of the using the correct technology in planning and execution of lessons and practicals;</li> <li><b>Outcome of ethical behaviour</b> Demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSE221		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>Have a basic concept of an atom and be able to present an atom visually by means of electron configuration.</li> <li>Synthesise chemical bondings by using the different aspects of an atom.</li> <li>plan, execute and communicate experiments in a responsibility and the necessary safety rules.</li> <li>Apply the knowledge, insight and skills of the content and apply it in the design and implementation of programmes.</li> <li>Demonstrate an ethical attitude towards all facets of nature and human beings.</li> <li>Have a grounded comprehension of intermolecular forces and the way they are found in the different phases of matter.</li> <li>Be able to differentiate between, compare and illustrate organic compounds.</li> <li>Plan and execute experiments with responsibility and the necessary safety, as well as communicate the results by means of a report.</li> <li>Be able to interact in a self-regulated manner with the topics in the module.</li> <li>Demonstrate from an established value-system an ethically correct attitude towards all facets of nature and man.</li> <li>Be critical towards similar contents dealt with in school.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSE311		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES		
<b>Module Outcomes:</b> Upon completion of this module the students should: <ul style="list-style-type: none"> <li>have a fundamental knowledge of the following themes in the learning area Natural Sciences: thermodynamics and reaction rate, equilibrium, acids, bases and pH and</li> </ul>		

electrochemistry, <ul style="list-style-type: none"> <li>• be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;</li> <li>• acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and</li> <li>• demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the abovementioned content and should demonstrate an ethically accountable attitude towards the content of the learning area Natural Sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PHSE321		<b>NQF-Level:</b>
<b>Title:</b> PHYSICAL SCIENCES : ELECTRICITY AND MAGNETISM; OSCILLATIONS AND WAVES		
<b>Module Outcomes:</b> Upon completion of the module students should: <ul style="list-style-type: none"> <li>• the description and measurement of oscillations and waves; magnetic forces and fields, electromagnetic induction and simple alternating circuits;</li> <li>• the practical relevance of electromagnetic waves and the dual behaviour of light in particular;</li> <li>• Christian-based scientific research regarding the learning themes contained in the module;</li> <li>• facilitating the learning of science.</li> <li>• effective group functioning with a view to completing certain assignments.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PPSE211		<b>NQF-Level:</b>
<b>Title:</b> PRE-PRIMARY SCHOOL EDUCATION: LITERACY		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight concerning the holistic development of the student in the pre-school phase as well as the establishment of an environment at the nursery school which fosters students' maximum development;</li> <li>• possess the skill necessary to facilitate learning in early literacy by means of stories, nursery rhymes and verses as well as art;</li> <li>• demonstrate competence in finding solutions in the case of students' experiencing problems in the acquisition of language; and</li> <li>• realise the value of the development of language and art as part of early development.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PPSE221		<b>NQF-Level:</b>
<b>Title:</b> PRE-PRIMARY SCHOOL EDUCATION: PREPRIMARY SCHOOL EDUCATION: NUMERACY AND SCIENCE		
<b>Module Outcomes:</b> Upon completion of this module students should: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge, understanding and insight regarding;</li> <li>• demonstrate skills to facilitate learning with understanding;</li> <li>• be competent to interpret and remediate solutions, models and representations when necessary;</li> <li>• evaluate the validity.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> PPSE411		<b>NQF-Level:</b>
<b>Title:</b> PRE-PRIMARY SCHOOL EDUCATION: GRADE R		
<b>Module Outcomes:</b> Upon completion of this module the students should: <ul style="list-style-type: none"> <li>• have a well-rounded knowledge of the grade R student and should know how to curriculate for these students' informal teaching-learning situation;</li> <li>• demonstrate skills necessary to facilitate preparatory reading, writing, spelling and numeracy learning activities;</li> <li>• demonstrate competences to find solutions in the case of students' experiencing problems relating to early literacy and numeracy; and</li> <li>• demonstrate an appreciation of the informal approach in stimulating Grade R students.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PPSE421		<b>NQF-Level:</b>
<b>Title:</b> PRE-PRIMARY SCHOOL EDUCATION: ORGANISATION AND ADMINISTRATION		
<b>Module Outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• have a well-rounded knowledge of the history, theories and models in pre-primary schools internationally and in the RSA, assessment, recording and reporting;</li> <li>• display skills to facilitate preparatory reading, writing and spelling and numeracy learning activities;</li> <li>• display the ability to work with parents and paraprofessional occupations;</li> <li>• display knowledge in respect of the establishment, registration and administration of the pre-primary schools /Grade R classes;</li> <li>• demonstrate knowledge of above in diverse contexts through service learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> PPSE422		<b>NQF-Level:</b>
<b>TITLE:</b> PRE-PRIMARY SCHOOL EDUCATION / PREPRIMÊRESKOOLOPVOEDKUNDE		
<b>Module Outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• have a well-rounded knowledge of the history, theories and models in pre-primary schools internationally and in the RSA, assessment, recording and reporting;</li> <li>• display skills to facilitate preparatory reading, writing and spelling and numeracy learning activities;</li> <li>• display the ability to work with parents and paraprofessional occupations;</li> <li>• display knowledge in respect of the establishment, registration and administration of the pre-primary schools /Grade R classes;</li> <li>• demonstrate knowledge of above in diverse contexts through service learning</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> RESF411		<b>NQF-Level:</b>
<b>Title:</b> RESEARCH IN EDUCATION		
<b>Module Outcomes:</b> Upon completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate systematic and comprehensive knowledge of educational research;</li> <li>• Writing and referencing academic literature in the form of a literature review;</li> <li>• Demonstrate the ability to design practical research questions;</li> <li>• Understanding the place of educational research in curriculum development and professional development in teaching</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> RESF421		<b>NQF-Level:</b>
<b>Title:</b> RESEARCH PROJECT		
<b>Module Outcomes:</b> <ul style="list-style-type: none"> <li>• Demonstrate systematic and comprehensive knowledge of research methodology relevant to the field of education;</li> <li>• Plan scientific research applicable to the field of education;</li> <li>• Demonstrate the ability to plan and write a research proposal relevant to the field of education using appropriate technology;</li> <li>• Demonstrate knowledge of basic ethical principles when conducting research in the field of education.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> RSTO421		<b>NQF-Level:</b>
<b>Title:</b> RELIGIOUS STUDIES		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of the national policy and curriculum Religion Studies;</li> <li>• identify themes relevant for the understanding of a variety of religions, reflect critically and constructively on topical issues in a diverse religious society in South Africa and apply such insights;</li> <li>• research religion as a social phenomenon.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SESE121		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO LEARNING AREA ECONOMIC SCIENCES		
<b>Module Outcomes:</b> After completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a comprehensive, fundamental knowledge base of important terms, principles and theories with reference to the learning area Economic and Management Sciences;</li> <li>• gather, organise and demonstrate an informed understanding of the key aspects related to Business Studies, Accounting, Economics and entrepreneurship;</li> <li>• effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields; and</li> <li>• present related information coherently and reliably to the students in the EMS class according to set norms and values.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SLOE111		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO LEARNING AREA LIFE ORIENTATION		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Orientation as Learning Area in context of the National Curriculum for learners in the Intermediate and Senior phase;</li> <li>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the five main focus areas of Life Orientation for learners in the Intermediate and Senior phase;</li> <li>• demonstrate the ability to use the attained knowledge to solve common problems within a</li> </ul>		

<p>familiar context pertaining to the five main focus areas of Life orientation and present creative lessons for specific application for learners in the Intermediate and Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning;</p> <ul style="list-style-type: none"> <li>act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the five main focus areas of Life Orientation for learners in the Intermediate and Senior phase.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SNSE111		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO LEARNING AREA NATURAL SCIENCES		
<p><b>Module Outcomes:</b> Upon completion of this module the students should:</p> <ul style="list-style-type: none"> <li>Understand the scope of the Learning Area: Natural Sciences regarding the fields of knowledge as explained and circumscribed in the NCS;</li> <li>apply the possibilities that the Learning Area: Natural Sciences open up for teachers in OBE context;</li> <li>demonstrate a basic knowledge and didactic skills with specific reference to practical work regarding the contents of the Learning Area: Natural Sciences;</li> <li>show skills to expand knowledge in view of curriculum;</li> <li>show insight into the organisation and management of the school laboratory;</li> <li>show insight into the central place that Natural Sciences has as a learning area in the Intermediate and Senior phases regarding integration with other learning areas; and</li> <li>reflect values and demonstrate an ethically responsible attitude towards Natural Sciences.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SOCF 121		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO COMMUNICATION FOR MOTHER TONGUE SPEAKERS		
<p><b>Module Outcomes:</b> On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of advanced vocabulary, functions, grammar and Sesotho skills in selected situations and should construct knowledge of various aspects of Sesotho culture;</li> <li>be able to apply the advanced vocabulary, functions, grammar and skills in order to form commands, requests and basic dialogues;</li> <li>demonstrate advanced reading, listening, writing and speaking skills in Setswana within the school situation; and</li> <li>understand Sesotho language and culture in order to understand and handle the multicultural situation in schools better and act in an ethically correct fashion in the teaching situation with the necessary sensitivity towards cultural differences.</li> </ul> <p>• <b>Sepheto sa mojulu:</b> Pheletsong ya mojulo ona baithuti ba tshwanela ho kgonahale ho bontsha tsebo e kenelletseng ya tlotlontswa, tshabediso, kwahollopuo le tshabediso ya Sesotho dibakeng tse fapaneng mme ba kgone le ho bopa tsebo ya mekga e fapaneng ya moetlo wa Sesotho;</p> <p>• sebedisa tsebo e kenelletseng ya tlotlontswa, tshabediso, kwahollopuo, le bokgoni hore ho tle ho kgonahale ho bopa ditaelo, dikopo le puisano ya motheo;</p> <p>• bontsha tsebo e kenelletseng ya bokgoni ba ho bala, ho mamela, ho ngola le ho bua Sesotho sekoalong; le</p> <p>• utlwisisa puo ya Sesotho le moetlo hore ho tle ho kgonahale ho ka ikemela ka hara memetlo e fapaneng sekoalong mme o itshwara ka tsela e nepahetseng e hlompang diphapang tse tseng meetlong nakong ya ha o ruta</p>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> SOCF 122		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO COMMUNICATION FOR SECOND LANGUAGE SPEAKERS		
<p><b>Module Outcomes:</b> On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of basic vocabulary, functions, grammar and Sesotho skills in selected situations and should construct knowledge of various aspects of Sesotho culture;</li> <li>• be able to apply the basic vocabulary, functions, grammar and skills in order to form commands, requests and basic dialogues;</li> <li>• demonstrate basic reading, listening, writing and speaking skills in Sesotho within the school situation; and</li> <li>• understand Sesotho language and culture in order to understand and handle the multicultural situation in schools better and act in an ethically correct fashion in the teaching situation with the necessary sensitivity towards cultural differences</li> </ul> <p><b>Sepheto sa mojulu:</b> Pheletsong ya mojulo ona baithuti ba tshwanela ho kgona ho:</p> <ul style="list-style-type: none"> <li>• bontsha tsebo e kenelletseng ya tlotlontswe, tshebediso, kwahollopua le tshebediso ya Sesotho dibakeng tse fapaneng mme ba kgone le ho bopa tsebo ya mekga e fapaneng ya moetlo wa Sesotho;</li> <li>• sebedisa tsebo e kenelletseng ya tlotlontswe, tshebediso, kwahollopua, le bokgoni hore ho tle ho kgonahale ho bopa ditaelo, dikopo le puisano ya motheo;</li> <li>• bontsha tsebo e kenelletseng ya bokgoni ba ho bala, ho mamela, ho ngola le ho bua Sesotho sekolong; le</li> <li>• utlwisisa puo ya Sesotho le moetlo hore ho tle ho kgonahale ho ka ikemela ka hara memetlo e fapaneng sekolong mme o itshwara ka tsela e nepahetseng e hlomphehang diphapang tse tseng meetlong nakong ya ha o ruta</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SPSO411		<b>NQF-Level:</b>
<b>Title:</b> SPORT STUDIES		
<p><b>Module Outcomes:</b> The student should be able to demonstrate a comprehensive level of knowledge, practical skill and a value system regarding selected sports activities, comprising theoretical as well as practical components; demonstrate knowledge and application skills in the theoretical components pertaining to sport (motor development; sports physiology, philosophy and management) in the practical coaching situation and obtain a certificate in coaching a recognized school sport.</p>		
<b>Method of delivery:</b>		
<b>Module Code:</b> SSSE111		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO LEARNING AREA SOCIAL SCIENCES		
<p><b>Module Outcomes:</b> Upon completion of the module, the students should:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge and a good understanding of Social Sciences as Learning Area in the context of the National Curriculum Statement;</li> <li>• demonstrate the skill of scrutinising themes relevant to Geography and History related to the environment and multicultural community and plan activities supporting the coherent understanding of concepts and issues in order to communicate these verbally or in writing;</li> <li>• demonstrate the competence of problem solving abilities to plan and present tasks for specific application to the two disciplines of the Learning Area Social Sciences using appropriate technologies and giving evidence of theoretical underpinning; and</li> <li>• demonstrate values of an ethical-professional nature with regard to interrelationships between the environment and society as in compliance with The Manifesto on Values, Education and Democracy.</li> </ul>		
<b>Method of delivery:</b>		

<b>Assessment Methods:</b>		
<b>Module Code:</b> STEE121		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO LEARNING AREA TECHNOLOGY		
<b>Module Outcomes:</b> Upon completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the learning area Technology in the South African school system by explaining the definition, purpose, unique properties and scope of the learning area;</li> <li>• communicate a comprehensive knowledge of all three learning outcomes and assessment standards of the learning area Technology; and</li> <li>• demonstrate the principles of outcomes based assessment as applied in the learning area Technology.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TECD211		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS policy for the learning area Technology;</li> <li>• explain the rationale of Technology education in schools, as well as the realities faced by South African schools regarding the teaching of Technology;</li> <li>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of Technology; and</li> <li>• apply his/her knowledge of the types of assessment used in Technology lessons.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TECD321		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge of the NCS policy for the learning area Technology in the Intermediate Phase;</li> <li>• apply his/her knowledge and skills in problem based teaching approaches when demonstrating the ability to plan appropriate Technology lessons according to the unique methodology of Technology, with and without resources;</li> <li>• demonstrate appropriate knowledge of the types of assessment used in Technology lessons by applying it in the Intermediate Phase;</li> <li>• use creative and critical thinking in the choice of, design and making of appropriate media for Technology teaching; and</li> <li>• apply appropriate knowledge and skills in practical teaching.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TECD411		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module, the student should: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base regarding curriculum development in the learning area Technology;</li> <li>• apply and discuss suitable types of assessment strategies in the different task types of a Technology lesson;</li> <li>• demonstrate an understanding of the nature and practice of organising and management</li> </ul>		

skills in Technology classroom management; <ul style="list-style-type: none"> <li>• present and communicate the process of designing and compiling portfolios for both students and educators in Technology; and</li> <li>• demonstrate an awareness and understanding of the safety aspects applicable to workshops, practical centres and Technology classrooms as it should be applied throughout technology teaching and learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TECD421		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY METHODOLOGY		
<b>Module Outcomes:</b> Upon completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate competence regarding curriculum development in the learning area Technology for the Senior Phase by applying suitable types of teaching and assessment strategy in the different task types of a Technology lesson;</li> <li>• demonstrate a coherent and critical understanding of the nature and practice of organising and management skills in Technology classroom management, with specific reference to workshops for the planning and conducting of practical lessons in the Senior Phase; and</li> <li>• demonstrate the capability to integrate the knowledge and skills acquired in the prerequisite modules in the compilation and presentation of a Technology education project.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TECE211		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY FOR EDUCATORS		
<b>Module Outcomes:</b> Upon completion of this module, students should: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the learning area Technology in the South African school system by explain the definition, purpose, unique properties and scope of the learning area Technology;</li> <li>• demonstrate a comprehensive knowledge of the design process as applied in the problem solving nature of technology, as well as explain the relevance of the design process in teaching technology; and</li> <li>• demonstrate a basic knowledge of information and communication technology to be able to access, process and use information in the most appropriate ways.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> 3 hours 1:1		
<b>Module Code:</b> TECE221		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY: COMMUNICATION AND STRUCTURES		
<b>Module Outcomes:</b> Upon completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• an understanding of the technological process (design process) as applied in problem solving;</li> <li>• comprehensive knowledge of structures and relevant mechanisms, as well as the characteristics and uses of resistant materials;</li> <li>• relevant knowledge and skills of graphic and information communication in technological product design; and</li> <li>• how the above mentioned outcomes can be applied in problem based teaching and with reference to indigenous technology.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		



<b>Module Code:</b> TECE311		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY: PROCESSING		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well rounded knowledge and understanding of processing of materials as part of the technological process;</li> <li>• apply specialist knowledge of the character and uses of soft materials;</li> <li>• demonstrate a good understanding of the role of biotechnology in modern society;</li> <li>• interpret and apply the above mentioned outcomes in problem based teaching and with reference to indigenous technology.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TECE321		<b>NQF-Level:</b>
<b>Title:</b> LEARNING AREA TECHNOLOGY: SYSTEMS AND CONTROL		
<b>Module Outcomes:</b> Upon completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate skills and conception regarding the different types of control system;</li> <li>• analyse, compare, integrate and evaluate electrical, mechanical, pneumatic and hydraulic control systems;</li> <li>• design and build his/her own control system to solve a specific problem;</li> <li>• identify and use indigenous control systems; and</li> <li>• successfully facilitate control systems to school students.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> TEWE111		<b>NQF-Level:</b>
<b>Title:</b> WELDING TECHNOLOGY		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge, concept and insight regarding all contextual ideas and processes of safety measurements and good house holding in welding technology;</li> <li>• practically demonstrate and describe the uses and maintenance of specific hand tools and machinery;</li> <li>• describe the construction, characteristics, treatment, protection and tests of different kinds of engineering materials;</li> <li>• practically describe and demonstrate all related concepts of oxyacetylene welding;</li> <li>• use the correct terminology through all welding and theoretically exercises;</li> <li>• apply SI units and symbols, as well as SANS standards;</li> <li>• use the correct welding symbols in all diagrams and sketches;</li> <li>• comprehensively describe all tests on joints;</li> <li>• describe and practically demonstrate arc welding;</li> <li>• make joints by using different kinds of joint techniques;</li> <li>• inspect all joints visually;</li> <li>• describe and execute all safety measures concerning welding technology in terms of the Occupational Health and Safety Act;</li> <li>• act in an ethically responsible manner in the workshop and guide learners to operate with the necessary responsibility towards co-learners and dangerous apparatus.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: TTED111</b>		<b>NQF-Level:</b>
<b>Title: TECHNICAL TECHNOLOGY</b>		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• explain the rationale of Technology education in schools, as well as the realities faced by South African schools regarding the teaching of technology in the GET and FET phases;</li> <li>• demonstrate a basic knowledge of the NCS policy for the learning area Technology in the Senior Phase; and</li> <li>• demonstrate the ability to plan appropriate technology lessons according to the unique methodology of technology with knowledge of the technological process.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: VTEE212</b>		<b>NQF-Level:</b>
<b>Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE</b>		
<b>Module Outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following: <ul style="list-style-type: none"> <li>• auto electricity and the basic electrical components;</li> <li>• vehicle cooling systems, lubricating systems, carburettors, fuel pumps, clutches, braking systems and braking aid units;</li> <li>• basic maintenance</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: VTEE222</b>		<b>NQF-Level:</b>
<b>Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE</b>		
<b>Module Outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following: <ul style="list-style-type: none"> <li>• mechanical and general. forces, moments and frameworks;</li> <li>• the application of pneumatics and hydraulics in air brakes and air suspension;</li> <li>• driving shafts, joints, gears and manual gear boxes.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: VTEE312</b>		<b>NQF-Level:</b>
<b>Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE</b>		
<b>Module Outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following: <ul style="list-style-type: none"> <li>• final drive, drive line layouts and combinations;</li> <li>• cylinder heads layouts, valve timing and volumetric efficiency;</li> <li>• electrical systems like speed control, flicker light assemblies, wiper assemblies and conventional ignition systems</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code: VTEE322</b>		<b>NQF-Level:</b>
<b>Title:</b> MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE		
<b>Module Outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following: <ul style="list-style-type: none"> <li>the layout and compilation of suspension and steering systems;</li> <li>the theory, pro's and con's of the different wheel alignment angles;</li> <li>fuel technology including octane value, RON-value, detonation and other relevant terms;</li> <li>electrical components like air conditioning, alternators and generators.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module code: VTEE412</b>		<b>NQF-Level:</b>
<b>Title:</b> MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE		
<b>Module Outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following: <ul style="list-style-type: none"> <li>the planning of projects;</li> <li>advanced braking systems and traction control;</li> <li>power steering systems, different control systems, fuel injection, hydraulic clutching and automatic transmission</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module code: VTEE422</b>		<b>NQF-Level:</b>
<b>Title:</b> MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE		
<b>Module outcomes:</b> On completion of this module the student should be able to have fundamental knowledge and insight as well as relevant communication and teaching skills to explain and demonstrate the following: <ul style="list-style-type: none"> <li>engine mathematics, engine balance, engine design and outlay;</li> <li>air pollution and four wheel drive;</li> <li>forces and structures</li> <li>turbines, retarders and. Electronic ignition</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: WSKT121</b>		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS: INTRODUCTORY ALGEBRA FOR FET TECHNOLOGY		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and insight regarding elementary algebraic operations, a variety of equations, vectors and complex numbers;</li> <li>demonstrate skill with respect to performing elementary algebraic operations, solving a variety of equations, solving problems involving vectors and performing calculations with complex numbers;</li> <li>be competent to apply the above-mentioned skills within real world contexts from the technical and scientific fields of study; and</li> <li>be capable of evaluating the meaning, validity and accuracy of mathematical solutions within the context of real world situations from the technical and scientific fields of study</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> WSKT212		<b>NQF-Level:</b>
<b>Title:</b> FUNCTIONS AND TRIGONOMETRY FOR FET TECHNOLOGY		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge, understanding and insight regarding modelling through the use of a variety of functions, Cartesian as well as polar coordinate systems, polar curves, Cartesian curves, conic sections as well as loci and trigonometry;</li> <li>• demonstrate skill in modelling real-world situations and problems, basic analytical geometry, sketching and interpreting polar curves and Cartesian curves of a variety of functions, graphical solution of systems of equations and solving problems involving trigonometry;</li> <li>• be competent to apply the above-mentioned skills practically and to model real-world situations from the technical and scientific fields of study and solve associated problems; and</li> <li>• be capable of evaluating the meaning, validity and accuracy of mathematical models and calculations as applied to real-world situations from the technical and scientific fields of study.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> WSKT222		<b>NQF-Level:</b>
<b>Title:</b> CALCULUS FOR FET TECHNOLOGY		
<b>Module Outcomes:</b> On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate solid and systematic knowledge, understanding and insight regarding the meanings of the derivative and the integral of a function;</li> <li>• demonstrate skill in the calculation of the derivative from the definition, the calculation of a variety of derivatives using differentiation rules, application of the midpoint rule and the calculation of a variety of indefinite as well as definite integrals using integration rules;</li> <li>• be competent to apply differentiation and integration in order to analyse the behaviour of physical processes within real world situations from the technical and scientific fields of study and solve problems where rates of change, area, total change and volume are involved; and</li> <li>• be capable of evaluating the meaning and validity of his analysis or solutions within the context of real-world situations from the technical and scientific fields of study.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> WVOS 221		<b>NQF-Level:</b>
<b>Title:</b> UNDERSTANDING THE EDUCATIONAL WORLD		
<b>Module Outcomes:</b> On completion of this module, students should <ul style="list-style-type: none"> <li>• have a <b>fundamental knowledge base</b> of a selection of world views and ideologies and demonstrate their critical understanding through an <b>ability to compare</b> the nature and function, as well as different contemporary manifestations of these world views and ideologies;</li> <li>• have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, <b>analyse and evaluate</b> real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.;</li> <li>• be able to articulate their personal world view and use it as a point of departure for <b>arguing and communicating</b> feasible solutions to core issues and problems of our time in a typical academic manner</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> WVOS 311		<b>NQF-Level:</b>
<b>Title:</b> MAIN CURRENTS IN THE PHILOSOPHY OF EDUCATION		
<b>Module Outcomes:</b> On completion of this module, students should: <ul style="list-style-type: none"> <li>• have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;</li> <li>• demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study;</li> <li>• demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

## OV.4.2 MODULE OUTCOMES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

<b>Module Code:</b> AGSK 512 (16)		<b>NQF-Level:</b>
<b>Title:</b> AFRICAN HISTORY		
<b>Module Outcomes:</b> After completion of this module the student should have knowledge of and insight into aspects of African history required by a history teacher in the General Education and Training and Further Education and Training phases. These aspects include: selected facets of the precolonial history of the continent, colonialism in Africa and the liberation struggle, the process of decolonisation, political and socio-economic trends in postcolonial Africa, and Africa's international relations during the Cold War. The student must develop a critical attitude with regard to different historical interpretations and acquire basic skills in the processing and communication of historical knowledge. The content of this module forms the knowledge base for the VGAK 511 history didactics module. Together the two modules combine and integrate knowledge of the subject with didactical principles and methods for history teachers.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NVMI521 (8)		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO RESEARCH METHODOLOGIES		
<b>Module Outcomes:</b> On completion of this module, the students should be able to: <ul style="list-style-type: none"> <li>• Explain the concept of educational research and types of research;</li> <li>• Develop research problems, purpose statement, significance of the study;</li> <li>• Conduct a review of the literature, formulate hypothesis;</li> <li>• Understand and apply qualitative and quantitative research approaches to educational research;</li> <li>• Develop research design and procedures, select population and apply sampling techniques;</li> <li>• Develop appropriate research tools/instruments and data collection procedures;</li> <li>• Conduct data analysis including descriptive and inferential statistics;</li> <li>• To use and refer to bibliographical references in the correct format.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EUCE 511 (8)		<b>NQF-Level:</b>
<b>Title:</b> COMPUTER USAGE FOR EDUCATORS		
<b>Module Outcomes:</b> After successfully completing the module the student must be able to: <ul style="list-style-type: none"> <li>• define a computer;</li> <li>• name and describe the various components of a computer;</li> <li>• demonstrate the effective and efficient use of:               <ol style="list-style-type: none"> <li>a word processor programme</li> <li>a spreadsheet programme</li> <li>a graphics programme</li> <li>an e-mail programme</li> <li>a browser and search engines;</li> </ol> </li> <li>• understand and explain the use of computers in education; and</li> <li>• understand and explain aspects regarding the safe and ethical use of computers.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> FSET 511 (8)		<b>NQF-Level:</b>
<b>Title:</b> FOUNDATION STUDIES IN EDUCATION		
<b>Module Outcomes:</b> After completion of this module the student should: <ul style="list-style-type: none"> <li>• be able to relate his/her knowledge systematically to the micro and macro factors influencing the development of education throughout the course of history;</li> <li>• demonstrate the ability to relate the history of education and the influencing factors to a personal philosophy of education, giving evidence by means of examples from the teaching practice;</li> <li>• have the ability to research and report on the difference between <i>political democracy</i> and <i>democratic education</i>, and critically and independently evaluate the complexity of democratic education in the classroom with specific reference to discrimination in various forms;</li> <li>• be able to interpret and offer solutions to complex problems relating to the demands placed by democracy on the moral capacity of teachers and students, their perception of their moral duty, and the complexities of establishing values in South African schools.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GBGK511 (16)		<b>NQF-Level:</b>
<b>Title:</b> ADVANCED POPULATION GEOGRAPHY AND URBAN GEOGRAPHY		
<b>Module Outcomes:</b> The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values to discuss demographic transition and assimilation, population distribution, population data and population projections in population geography; explain and discuss the intra-urban structure, urban diversity, urban problems and inner city decay in urban geography.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GGGK521 (16)		<b>NQF-Level:</b>
<b>Title:</b> SUBJECT DIDACTICS OF GEOGRAPHY B		
<b>Module Outcomes:</b> The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values to describe and apply environmental education; has mastered problem-solving methods, concept formation and teaching-learning-techniques in Geography.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GKLK521 (16)		<b>NQF-Level:</b>
<b>Title:</b> ADVANCED CLIMATOLOGY AND GEOMORPHOLOGY		
<b>Module Outcomes:</b> The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values to discuss weather disturbances, local weather phenomena, city climate and climate classification (in climatology); describe the internal and external forces that change the earth, as well as the formation of soil, soil profile and physical characteristics of soil (in geomorphology); apply quantitative calculations.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> GSGK511 (16)		<b>NQF-Level:</b>
<b>Title:</b> SUBJECT DIDACTICS OF GEOGRAPHY A		
<b>Module Outcomes:</b> The student should be able to demonstrate that he/she has mastered the necessary knowledge, skills, attitudes and values in order to apply the OBE-approach in Geography; discuss the use of atlases, aids, excursions and worksheets in Geography.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HIVA 521 (8)		<b>NQF-Level:</b>
<b>Title:</b> HIV/AIDS: LEGISLATION, COUNSELLING AND SUPPORT		
<b>Module Outcomes:</b> After successfully completing the module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context, to know the rights and obligations of HIV/AIDS positive students and teachers as well to promote the protection of students and educators within the school context</li> <li>• display the skill in compiling guidelines for establishing an accountable healthy school environment for students with HIV/AIDS.</li> <li>• develop and demonstrate acquired knowledge and skills to become skilled in care and counselling of HIV/AIDS</li> <li>• develop skills to be able to design and co-ordinate an individual educational support programme to support the student with HIV/AIDS.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSED 518 (16)		<b>NQF-Level:</b>
<b>Title:</b> EMOTIONAL AND OTHER DIFFICULTIES IN EDUCATION		
<b>Module Outcomes:</b> On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate understanding of learners experiencing emotional and other difficulties such as, communication difficulties, challenging behaviour etc.</li> <li>• realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning</li> <li>• apply basic counselling principles and skills in supporting learners experiencing emotional and other barriers to learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		



<b>Module Code:</b> LSDL 528 (16)		<b>NQF-Level:</b>
<b>Title:</b> DISABILITIES AND LEARNING DIFFICULTIES IN EDUCATION		
<b>Module Outcomes:</b> On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.;</li> <li>• recognize the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and</li> <li>• realise the role of the educator, the school the family and the community in ensuring that all learners experiencing these and other barriers to learning have access to the curriculum.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSIE 518 (16)		<b>NQF-Level:</b>
<b>Title:</b> INCLUSIVE EDUCATION: A POLICY PERSPECTIVE		
<b>Module Outcomes:</b> On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate understanding of the inclusive education Policy (Education White Paper 6), with specific reference to the proposed support structures and the concept of barriers to learning and development;</li> <li>• apply school-based support to learners experiencing barriers to learning by means of an integrated team approach; and</li> <li>• understand and apply curriculum differentiation and assessment strategies in an inclusive classroom.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LSSH 528 (16)		<b>NQF-Level:</b>
<b>Title:</b> SOCIAL AND HEALTH ISSUES IN EDUCATION		
<b>Module Outcomes:</b> On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate understanding of learners experiencing social and health barriers to learning such as the HIV/AIDS pandemic, violence in schools, etc.;</li> <li>• apply a health promoting approach in school and class context to support learners experiencing barriers to learning; and</li> <li>• realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LOBO 571 (32)		<b>NQF-Level:</b>
<b>Title:</b> CITIZENSHIP EDUCATION		
<b>Module Outcomes:</b> On completion of this module the student should be able to demonstrate his/her understanding of responsible citizenship and the role of the community in learning and teaching and building an inclusive society.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> LOCK 571 (32)		<b>NQF-Level:</b>
<b>Title:</b> PERSONAL WELL-BEING: PHYSICAL HEALTH AND RECREATION		
<b>Module Outcomes:</b> After completion of this module the student should be able to establish a relationship between life skills and education, and demonstrate insight with regard to particular aspects of Personal Well-Being.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LOHA 571 (32)		<b>NQF-Level:</b>
<b>Title:</b> PERSONAL WELL-BEING: Health and AIDS		
<b>Module Outcomes:</b> After completion of this module the student should be able to demonstrate knowledge , skills and sound educational values in the teaching of students to understand and apply health awareness regarding sound nutrition, skin care, obesity, physical activity, drugs and sexual transmitted diseases and HIV/AIDS .		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MLED575 (32)		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS: ELEMENTARY		
<b>Module Outcomes:</b> After completion of this module the student is expected to be able to apply thorough knowledge and insight with respect to:		
<ul style="list-style-type: none"> <li>• Linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions by representing the mentioned functions in different ways, as well as interpreting the functions in real-life contexts;</li> <li>• Trigonometry and geometry by solving real-life problems by means of two- and three-dimensional figures;</li> <li>• Elementary statistics by collecting, summarising, displaying, analysing and interpreting data; predicting the outcomes of events and determining the probability, and also executing real-life applications thereof;</li> <li>• The natural numbers, integers, rational numbers, real numbers, as well as the motivation for the extension from one number system to another, and the application of this knowledge in real-life situations.</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MLED 572 (32)		<b>NQF-Level:</b>
<b>Title:</b> DIDACTICS OF MATHEMATICAL LITERACY		
<b>Module Outcomes:</b> After completion of this module the student should be able to apply thorough knowledge and insight with respect to the content and structure of the mathematical literacy curriculum in the planning and execution of teaching-learning opportunities in outcomes-based classrooms, including the development and use of teaching-learning media, as well as integrated assessment.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MLED576 (32)		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS:APPLICATION		
<b>Module Outcomes:</b> After completion of this module the student is expected to apply thorough knowledge and newly acquired insight with respect to:		
<ul style="list-style-type: none"> <li>• Analytical geometry (conic sections) in solving real-life problems</li> </ul>		

<ul style="list-style-type: none"> <li>Spherical geometry and the relationship between analytical and spherical geometry</li> <li>The derivatives of simple and compound functions in solving real-life problems (drawing of graphs, optimisation).</li> </ul>		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> MLED 574 (32)		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICAL LITERACY IN CONTEXT		
<b>Module Outcomes:</b> After completion of this module the student is expected to demonstrate thorough knowledge and acquired insight into mathematical literacy with respect to the historical development of mathematics, and the use of mathematics in the world of work, everyday life and in various cultures; including ethnomathematics.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NDWK522 (16)		<b>NQF-Level:</b>
<b>Title:</b> DIDACTICS OF MATHEMATICS (GET-BAND)		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values in respect of teaching and learning strategies, as well as use the technological and learning aids for the teaching of Mathematics in the Intermediate and Senior Phases; apply his/her acquired knowledge and skills regarding aids and strategies in the teaching of Mathematics in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NEBK511 (16)		<b>NQF-Level:</b>
<b>Title:</b> THE EARTH AND BEYOND FOR SCIENCE		
<b>Module Outcomes:</b> The student should be able to facilitate the development of themes regarding all essential aspects of Geography and Geology that have bearing on life and living, in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NECK521 (16)		<b>NQF-Level:</b>
<b>Title:</b> ENERGY AND CHANGE FOR SCIENCE		
<b>Module Outcomes:</b> The student should be able to facilitate the development of themes regarding energy and change, the essential aspects of Physics, and related learning experiences, in the GET band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NLLK511 (16)		<b>NQF-Level:</b>
<b>Title:</b> LIFE AND LIFESTYLE FOR SCIENCE (GET-BAND)		
<b>Module Outcomes:</b> The student should be able to facilitate the development of themes regarding all aspects of Botany, Zoology and Physiology that have a bearing on life and living, in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> NMMK521 (16)		<b>NQF-Level:</b>
<b>Title:</b> MATTER AND MATERIALS FOR SCIENCE		
<b>Module Outcomes:</b> The student should be able to facilitate the development of themes regarding all essential aspects of Chemistry that have a bearing on matter and material, in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NDSK 521 (16)		<b>NQF-Level:</b>
<b>Title:</b> DIDACTICS OF SCIENCE (Intermediate)		
<b>Module Outcomes:</b> After completion of this module, the student should be able to demonstrate his knowledge, skills and values with regard to essential aspects of teaching, learning and the use of teaching aids at intermediate and senior levels. The student will have sound theoretical knowledge of constructivism as applied to physics and chemistry at these levels and the way in which alternative conceptions impacts on the learning of physics and chemistry. Students will also get the opportunity to access the content of the relevant national curriculum with regards to aspects such as content, level, developmental line, and required pre-knowledge. The student will be familiar with a variety of instructional strategies and assessment techniques that may be applied to general science. In addition, the student will be familiar with principles of effective laboratory safety, organisation and management.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NVMI 521 (8)		<b>NQF-Level:</b>
<b>Title:</b> INTRODUCTION TO RESEARCH METHODS		
<b>Module Outcomes:</b> The student should be able to develop an understanding of numbers and fractions in his/her students and facilitate the four types of calculations in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NWPK511 (16)		<b>NQF-Level:</b>
<b>Title:</b> NUMBER DEVELOPMENT		
<b>Module Outcomes:</b> After successful completion of this module the student should understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the significance of a study, conduct a review of the literature and formulate hypothesis, understand and apply qualitative and quantitative research approaches to educational research, develop a research design and procedures, select a population and apply sampling techniques, develop appropriate research tools/instruments and data collection procedures, conduct data analysis including descriptive and inferential statistics and demonstrate correct use of bibliographical references.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NWPK512 (16)		<b>NQF-Level:</b>
<b>Title:</b> FOUNDATIONS OF ALGEBRA		
<b>Module Outcomes:</b> The student should be able to develop an understanding of the fundamental principles of algebra in his/her students by means of facilitation in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

<b>Module Code:</b> NWP521 (16)		<b>NQF-Level:</b>
<b>Title:</b> GEOMETRICAL DEVELOPMENT		
<b>Module Outcomes:</b> The student should be able to develop geometrical concepts in his/her students by means of facilitation in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NWP522 (16)		<b>NQF-Level:</b>
<b>Title:</b> GRAPHICS AND DATA HANDLING		
<b>Module Outcomes:</b> The student should be able to convey the acquisition of problem-solving skills regarding the interpretation of graphs and statistical data to his/her students by means of facilitation in the GET-band.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ORAK511 (8)		<b>NQF-Level:</b>
<b>Title:</b> EDUCATION LAW, SYSTEMS AND ADMINISTRATION A		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and insight with regard to the school as organisation and teaching as profession; analyse the relationship of the teacher with his/her employer, especially by focusing on the service conditions of the teacher.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ORAK521 (8)		<b>NQF-Level:</b>
<b>Title:</b> EDUCATION LAW, SYSTEMS AND ADMINISTRATION B		
<b>Module Outcomes:</b> The student should be able to demonstrate the necessary knowledge, skills and perspective to be able to act as manager in education; demonstrate the necessary knowledge of education law by consistently acting properly as teacher regarding his/her rights and duties; demonstrate an awareness of the particular demands placed on the beginner teacher; implement the necessary strategies to make his/her entry into the profession as effective as possible.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ORLK511 (8)		<b>NQF-Level:</b>
<b>Title:</b> TEACHING AND LEARNING A		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and insight with regard to teaching and learning by describing and comparing the information-processing approach and constructivist approach to learning; describing and analysing the cognitive, metacognitive and motivational variables that contribute to effective learning; describing, analysing and illustrating the contribution of an interactive teaching approach, including the co-operative learning models and appropriate teaching learning methods and media, and continued assessment, to effective teaching-learning situations.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ORLK521 (8)		<b>NQF-Level:</b>
<b>Title:</b> TEACHING AND LEARNING B		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, understanding		

and skills with regard to teaching, learning and the curriculum by analysing effective learning with the aid of a model of the effective student; explain and analyse motivation according to the attribution theory and self-efficacy convictions; describe, analyse and illustrate the contribution of effective curriculum, as embodied in the curriculum cycle, to effective teaching.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SSGK 521 (16)		<b>NQF-Level:</b>
<b>Title:</b> SOUTH AFRICAN HISTORY (1948-1994)		
<b>Module Outcomes:</b> After completion of this module the student should have knowledge of and insight into the following aspects of twentieth century South African history: Consolidation of the apartheid state, 1948-1966; The struggle against isolation, 1966-1978; Apartheid at the cross roads, 1960-1983; The dismantling of Apartheid, 1984-1994.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> VGAK 511 (16)		<b>NQF-Level:</b>
<b>Title:</b> SUBJECT DIDACTICS OF HISTORY A		
<b>Module Outcomes:</b> After completing this module the student must demonstrate his acquired knowledge, skills, insight and values in the following areas: teaching and guidance to students of history in the formative and practice directed focus of history. With the aid of the necessary knowledge, insight and practical experience gained in evaluating published works on history the student also ought to approach any learning content with a broader insight regarding ways of interpretation and the way in which a critical attitude can be applied towards any learning content in the teaching-learning situation.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> VGBK 521 (16)		<b>NQF-Level:</b>
<b>Title:</b> SUBJECT DIDACTICS HISTORY B		
<b>Module Outcomes:</b> After completing this module the student must demonstrate his acquired knowledge, skills, insight and values in the following areas: the way in which the teaching-learning process in history teaching could be approached, meaningful planning of learning contents for the year, the forms and ways of applying a variety of skills-directed teaching approaches to historical sources and assessment techniques.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		

## OV.4.3 MODULE OUTCOMES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

<b>Module Code:</b> AFDN125 (16)		<b>NQF-Level:</b>
<b>Title:</b> SUBJECT DIDACTICS OF AFRIKAANS: INTRODUCTORY PRACTICE-DIRECTED AFRIKAANS TEACHING		
<b>Module Outcomes:</b> The student should be able to demonstrate his/her knowledge of the OBE-approach, as applicable to the Learning Area Languages; select appropriate learning materials for OBE-learning experiences within different contexts and use these to compile phase-specific learning experiences on different learning levels.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AFDN325 (16)		<b>NQF-Level:</b>
<b>Title:</b> SUBJECT DIDACTICS OF AFRIKAANS: PRACTICE-DIRECTED AFRIKAANS TEACHING		
<b>Module Outcomes:</b> The student should be able to demonstrate his/her knowledge of different language and communication skills; identify learning materials by means of which students can be guided to attain certain phase-specific language outcomes; determine the degree to which the phase-specific learning outcomes have been attained.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AFRN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> AFRIKAANS: INTERPRETATION AND EDITING: SPELLING AND THE USE OF DICTIONARIES		
<b>Module Outcomes:</b> The student should be able to apply his/her knowledge of the Afrikaans spelling system in the assessment and editing of compositions (by students); use dictionaries effectively to unlock more advanced texts from different Learning Areas; acquire relevant information about the morphology, spheres of use, and usage possibilities of Afrikaans words from dictionaries, and apply this information in the creation and editing of texts; identify central ideas and summarise different text types.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AFRN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> AFRIKAANS: MORPHOLOGY, SYNTAX, LANGUAGE VARIETIES AND STYLES		
<b>Module Outcomes:</b> The student should be able to identify and describe higher-order language structure patterns of Afrikaans (morphology and syntax), and apply them in creating texts about a variety of topics; describe and evaluate the form and function of Standard Afrikaans; evaluate the appropriateness of different varieties of Afrikaans (standard and non-standard varieties, registers and styles) in a variety of social situations and in a variety of texts.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AFRN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> AFRIKAANS: CONTEMPORARY LITERARY TEXTS: INTERPRETATION AND APPRECIATION		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge of relevant literary aspects on a more advanced level, and use this knowledge to analyse, understand and appreciate contemporary literary texts (poetry, prose and drama); facilitate learning associated		

with literary texts in the school programme.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AGDN125 (16)		<b>NQF-Level:</b>
<b>Title:</b> SCHOOL READINESS AND PERCEPTUAL SKILLS IN THE FOUNDATION PHASE		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding school readiness, perception, and organisation and administration in the Foundation Phase.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AGDN325 (16)		<b>NQF-Level:</b>
<b>Title:</b> FOUNDATION PHASE STUDIES		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding the administration and organisation of the Foundation Phase classroom, as well as regarding essential aspects of health.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AKPN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> AFRIKAANS MOTHER-TONGUE COMMUNICATION: EFFECTIVE AND CREATIVE LANGUAGE USE		
<b>Module Outcomes:</b> The student should be able to identify and correct obstacles to communication in texts by students; effectively use appropriate dictionary information to do a stylistic edit of texts by students and express his/her thoughts and feelings creatively in the creation of own texts. The student should be able to evaluate and edit the spelling of Afrikaans words in student texts from various Learning Areas; demonstrate expertise and skills regarding the place and function of Standard Afrikaans and its non-standard varieties in society, as well as regarding the use of different styles and registers (including academic language use) for effective communication.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AKPN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> AFRIKAANS MOTHER-TONGUE COMMUNICATION: SPELLING AND APPROPRIATE LANGUAGE USE		
<b>Module Outcomes:</b> The student should be able to evaluate and edit the spelling of Afrikaans words in student texts from various Learning Areas; demonstrate expertise and skills regarding the place and function of Standard Afrikaans and its non-standard varieties in society, as well as regarding the use of different styles and registers (including academic language use) for effective communication.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> AKPN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> AFRIKAANS MOTHER-TONGUE COMMUNICATION: SPELLING AND APPROPRIATE LANGUAGE USE		
<b>Module Outcomes:</b> The student should be able to evaluate and edit the spelling of Afrikaans words in student texts from various Learning Areas; demonstrate expertise and skills regarding the place and function of Standard Afrikaans and its non-standard varieties in society, as well as regarding the use of different styles and registers (including academic language use) for effective communication.		



<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> CLFE 115 (8)		<b>NQF-Level:</b>
<b>Title:</b> COMPUTER LITERACY FOR EDUCATORS		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding computer technology as it is used in education (this includes knowledge of the basic operation of a computer; skill in the utilisation of an operational system, word processing, spreadsheets and graphics package as well as the Internet and the use of electronic mail).		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EDMN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> EDUCATION MANAGEMENT AND DEVELOPMENT		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding a development plan within a quality-assurance framework, which will enable him/her to complete school development plans successfully; demonstrate an understanding of how a consultative process of developing a vision and mission statement in schools can build a school community and effectiveness; demonstrate an understanding of the development of the school as a whole, indicators to measure and manage change in schools, quality-assurance frameworks, school-development planning, key values in the community of school stakeholders, and the new education paradigm.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EDSN125 (16)		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH DIDACTICS		
<b>Module Outcomes:</b> The student should be able to understand and implement student-centred principles in the language classroom; interpret and evaluate various methods of teaching English as a second language; demonstrate knowledge of the principles of outcomes-based teaching and specifically the teaching of language outcomes and skills; apply the basic didactic principles in planning for instruction; demonstrate knowledge and skills regarding the principles of assessment; project professional values in all educational matters.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EDSN325 (16)		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH DIDACTICS		
<b>Module Outcomes:</b> The student should be able to understand and implement student-centred principles in the language classroom; interpret and evaluate various methods of teaching English as a second language; demonstrate knowledge of the principles of outcomes-based teaching and specifically the teaching of language outcomes and skills; apply the basic didactic principles in planning for instruction; demonstrate knowledge and skills regarding the principles of assessment; project professional values in all educational matters.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EDVN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> ANTI-RACISM, EDUCATION LAW AND VALUES		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding the quest for greater equality and equity to establish a non-racial democratic educational dispensation (the module focuses on increasing public awareness and sound		

values in education, and deals with educational values, ethics, non-racialism and professionalism, with guidelines to evaluate the consequences thereof on students).		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EGPN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH: SYNTAX FOR THE TEACHER OF ENGLISH		
<b>Module Outcomes:</b> The student should be able to synthesise academic knowledge of pronunciation, inflexion, syntax and meaning, and didactic knowledge in order to formulate an individual approach to the teaching of English as a first and second language throughout the phases; use and teach the appropriate cognitive academic English required for use in the language-teaching-learning situation.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EGPN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> AN INTRODUCTION TO ENGLISH LITERATURE		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge and insight regarding the literary genres of drama and novel; identify, trace and interpret themes in literary genre and demonstrate the necessary skills to analyse and critically evaluate literary texts; communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; demonstrate the knowledge and skills needed to identify and evaluate the values explored in literary texts; demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; demonstrate an understanding of didactic skills and approaches, and apply these to the teaching of language and literature throughout the educational phases.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> EGPN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH LITERATURE FOR THE TEACHER		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge and insight regarding the literary genres of poetry, short stories and young-adult literature in a variety of Afrocentric texts; identify, trace and interpret themes in literary genre; demonstrate the necessary skills to analyse and critically evaluate Afrocentric literary texts; communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; demonstrate the knowledge and skills needed to identify and evaluate the values explored in Afrocentric literary texts; demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature; demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the educational phases.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> ESPN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> ENGLISH COMMUNICATION: TEACHING ENGLISH ACROSS THE CURRICULUM		
<b>Module Outcomes:</b> The student should be able to demonstrate the ability to use and teach English across the curriculum (including the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way); demonstrate the ability to use the academic writing and reading skills required		

for the teaching of his/her subject, and the ability to teach and assess these skills; demonstrate knowledge of the technical vocabulary of their subject area, as well as the ability to simplify terminology using effective teaching strategies; demonstrate the ability to recognise errors in basic syntax, semantics and phonology and introduce instructional material to remedy basic grammar and language errors; demonstrate the ability to simplify a reading passage, identify keywords, and teach basic reading skills such as skimming and scanning; demonstrate the ability to implement group activities and co-operative learning that create opportunities for content and language acquisition.

**Method of delivery:**

**Assessment Methods:**

**Module Code:** ESPN315 (8)

**NQF-Level:**

**Title:** ENGLISH COMMUNICATION: THE ROLE OF LANGUAGE IN LEARNING

**Module Outcomes:** The student should be able to demonstrate the ability to design measurable outcomes for content, language, and academic or task skills; simplify input by explaining and simplifying subject content; identify problem areas and vocabulary required for understanding content; set questions that elicit the required response from students; employ intervention strategies where gaps in background knowledge and language skills may prevent students from acquiring new knowledge; promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to students, and designing contextual clues to aid understanding; conceptualise (concretise) academic language by supplying examples, supplementary material and demonstrations of meaning; demonstrate knowledge of technical vocabulary in their subject area, and the ability to simplify terminology through effective teaching strategies; identify and correct errors in basic syntax, semantics and pronunciation made by students; explain subject material fluently and interestingly using voice and register appropriately and effectively; demonstrate the ability to introduce group activities and design worksheets that create opportunities for content and language acquisition; design and apply a variety of assessment strategies in order to allow students to prove their competence in content knowledge and language in a variety of ways.

**Method of delivery:**

**Assessment Methods:**

**Module Code:** ESPN325 (8)

**NQF-Level:**

**Title:** ENGLISH COMMUNICATION: THE ROLE OF LANGUAGE IN LEARNING

**Module Outcomes:** The student should be able to demonstrate the ability to design measurable outcomes for content, language, and academic or task skills; simplify input by explaining and simplifying subject content; identify problem areas and vocabulary required for understanding content; set questions that elicit the required response from students; employ intervention strategies where gaps in background knowledge and language skills may prevent students from acquiring new knowledge; promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to students, and designing contextual clues to aid understanding; conceptualise (concretise) academic language by supplying examples, supplementary material and demonstrations of meaning; demonstrate knowledge of technical vocabulary in their subject area, and the ability to simplify terminology through effective teaching strategies; identify and correct errors in basic syntax, semantics and pronunciation made by students; explain subject material fluently and interestingly using voice and register appropriately and effectively; demonstrate the ability to introduce group activities and design worksheets that create opportunities for content and language acquisition; design and apply a variety of assessment strategies in order to allow students to prove their competence in content knowledge and language in a variety of ways.

**Method of delivery:**

**Assessment Methods:**

<b>Module Code:</b> FPUN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> FOUNDATION PHASE STUDIES: LITERACY		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding all aspects of life-skills in the Foundation Phase, including multicultural integration and religious viewpoints.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> FPUN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> FOUNDATION PHASE STUDIES: NUMERACY		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding all aspects of life-skills in the Foundation Phase, including multicultural integration and religious viewpoints.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> FPUN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> FOUNDATION PHASE: LIFE SKILLS FOR FOUNDATION PHASE LEARNERS		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding assessment in the Foundation Phase as well as the integration of all eight Learning Areas in learning experiences; demonstrate practical knowledge, skills and values regarding students with motor, perception, language, reading, writing, spelling and mathematical problems.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GSAN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> HISTORY: INTER-GROUP RELATIONS IN SOUTH AFRICA (1652 TO 1854)		
<b>Module Outcomes:</b> The student should be able to evaluate the historical course of the political, economic and social inter-group relations between the white, Khoisan and black communities from 1652 to 1854.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GSAN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> HISTORY: BRITISH IMPERIALISM, AND AFRIKANER AND BLACK REACTION (1836 TO 1910)		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills, attitudes and values regarding British imperialism, and the reaction of Afrikaners and black people from 1836 to 1910.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GSAN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> HISTORY: POLITICAL DEVELOPMENT IN SOUTH AFRICA (1910 TO 1948)		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills, values and attitudes regarding black and white political development in South Africa from 1910 to 1948.		
<b>Method of delivery:</b>		

Assessment Methods: (2 hours)		
<b>Module Code:</b> GSXN125 (16)		<b>NQF-Level:</b>
<b>Title:</b> HISTORY DIDACTICS		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills, attitudes and values regarding the place of History in OBE, the role of the history teacher in a multicultural society, teaching approaches, historical excursions, worksheets and questioning.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> GSXN325 (16)		<b>NQF-Level:</b>
<b>Title:</b> HISTORY DIDACTICS		
<b>Module Outcomes:</b> The student should be able to apply OBE with reference to the planning and design of learning programmes, work schedules and lesson plans; demonstrate competence in selecting, using and adjusting teaching strategies and teaching resources, and in the design and monitoring of assessment strategies, methods and procedures.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> HSCN319 (8)		<b>NQF-Level:</b>
<b>Title:</b> SOCIAL SCIENCES: LEARNING AREA		
<b>Module Outcomes:</b> The student should be able to demonstrate basic background knowledge of the Learning Area Social Sciences; implement creative problem-solving within the Learning Area Social Sciences; demonstrate and explain the negative influence of humankind on the environment; argue the influence of resources on the location of towns and cities; explain why sustainable development and resource management are necessary for the existence of humankind on earth; demonstrate how local, national and international societies function and change; evaluate the functioning and influence of different forms of government; demonstrate a positive and ethically justifiable attitude towards the social issues of our time.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> LOCN319 (8)		<b>NQF-Level:</b>
<b>Title:</b> LIFE ORIENTATION: LEARNING AREA		
<b>Module Outcomes:</b> The student should be able to demonstrate elementary and initial knowledge, skills and values with regard to the following related study themes from Curriculum 2005: perspectives regarding aspects of belief and value systems, the importance of the human-rights position, building relationships and personality development, a critical attitude and decision-making processes, career guidance and acquiring a healthy lifestyle and physical development; demonstrate competence regarding basic knowledge, skills and values in the subject didactics of the Learning Area Life Orientation.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> NWCN319 (8)		<b>NQF-Level:</b>
<b>Title:</b> NATURAL SCIENCES: LEARNING AREA		
<b>Module Outcomes:</b> The student should be able to demonstrate a basic understanding of the Natural Sciences within the context of the following themes: laboratory management and didactics, matter and materials, energy and change, life, and the planet earth; demonstrate knowledge, skills and values regarding the establishment of an effective learning culture and learning environment in a well-organised laboratory, scientific investigations and techniques, communication of accumulated data through reporting, handling of apparatus and technical		

skills, and understanding of the earth as self-sufficient environment that should be managed effectively.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> OPAN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> TEACHING STUDIES		
<b>Module Outcomes:</b> The student should be able to demonstrate an understanding of the necessary critical outcomes and be empowered to apply and live up to them as a teacher (as described by the seven roles of the teacher); demonstrate knowledge, skills and values with regard to the RNCS, basic elements of classroom management, the role of the school with regard to youth problems in general and the “street children” problem in particular, the teacher as a professional person.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> RGLN115 (8)		<b>NQF-Level:</b>
<b>Title:</b> COMPUTER LITERACY		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding computer technology as it is used in education (this includes knowledge of the basic operation of a computer; skill in the utilisation of an operational system, word processing, spreadsheets and graphics package as well as the Internet and the use of electronic mail).		
<b>Method of delivery:</b>		
<b>Assessment Methods</b>		
<b>Module Code:</b> RPLL111 (48)		<b>NQF-Level:</b>
<b>Title:</b> RECOGNITION OF PRIOR LEARNING		
<b>Module Outcomes:</b> Students’ teaching competence of the following components is recognised and assessed: fundamental learning, content of Learning Area, teaching and learning processes, as well as school and profession.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> RPLL271 (128)		<b>NQF-Level:</b>
<b>Title:</b> RECOGNITION OF PRIOR LEARNING		
<b>Module Outcomes:</b> Students’ teaching competence of the following components is recognised and assessed:		
<b>Component 1: Competencies relating to fundamental learning.</b>		
Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language(s) of instruction in ways that facilitate own academic learning and ability to facilitate learning in the classroom. Exit level outcome 1.2: Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate own academic learning and ability to administer teaching, reading and assessment.		
<b>Component 2: Competencies relating to the content of Learning Area.</b> Exit level outcome: Demonstrate skills in the area of specialisation (phase/Learning Area) in planning, designing, and reflecting on learning programmes appropriate for students and learning context.		
<b>Component 3: Competencies relating to teaching and learning processes.</b>		
Exit level outcome 3.1: In the area of specialisation, demonstrate competence in selecting, using and adjusting teaching strategies in ways which meet the needs of the students and the context. Exit level outcome 3.2: Demonstrate competence in managing and administering learning environments and related areas in ways that are sensitive, stimulating, democratic and well organised. Exit level outcome 3.3: In the area of specialisation, demonstrate		

competence in monitoring and assessing student progress and achievement.		
<b>Component 4: Competencies relating to the school and profession.</b> Exit level outcome 4.1: Demonstrate the ability to function responsibly within the education system, the institution where work is undertaken, and the community in which the institution is located. Exit level outcome 4.2: Demonstrate respect for and commitment to the teaching profession.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SSCN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO COMMUNICATION (MT)		
<b>Module Outcomes:</b> The student should be able to demonstrate the use of effective language skills in different situations (especially in school), knowledge of communication skills, and knowledge and skills of communication resources.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SSCN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO COMMUNICATION (MT)		
<b>Module Outcomes:</b> The student should be able to demonstrate effective oral communication skills in school for communication with students, parents and teachers; appreciate some cultural myths so that he/she can communicate them to students; help students cope with the multicultural situation in schools; communicate effectively in Sesotho in general and specifically regarding all aspects of the teaching-learning situation.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SSCN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO COMMUNICATION (MT)		
<b>Module Outcomes:</b> The student should be able to demonstrate effective oral communication skills in school for communication with students, parents and teachers; appreciate some cultural myths so that he/she can communicate them to students; help students cope with the multicultural situation in schools.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SSMN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO		
<b>Module Outcomes:</b> The student should be able to demonstrate academic knowledge regarding grammatical structures and literary works of art; synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Sesotho as a first language throughout the different educational phases; demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills; apply didactic skills and approaches to the teaching of language and literature.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> (		
<b>Module Code:</b> SSMN315 (8)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge with regard to advanced grammatical skills and different genres of drama and prose; synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Sesotho		

as first language throughout the educational phases; communicate effectively in Sesotho in general and especially regarding all aspects of the teaching-learning situation.		
Method of delivery:		
Assessment Methods: (2 hours)		
<b>Module Code:</b> SSMN325 (8)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO		
<b>Module Outcomes:</b> The student should be able to demonstrate advanced academic and didactic knowledge with regard to the grammatical structure of Sesotho, and Sesotho poetry.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SVXN125 (16)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO DIDACTICS		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge, skills and values regarding the RNCS as it applies to the Learning Area Languages (Sesotho); apply it in the school context; demonstrate knowledge and understanding of OBE-terminology and its related areas; assess throughout the different educational phases; facilitate activities pertaining to language skills (listening, speaking, reading and writing); select and use teaching and learning resources effectively.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> SVXN325 (16)		<b>NQF-Level:</b>
<b>Title:</b> SESOTHO DIDACTICS		
<b>Module Outcomes:</b> The student should be able to demonstrate knowledge and skills with regard to assessment techniques, methods and strategies; use, manage and facilitate group work in the classroom; demonstrate knowledge and skills regarding the teaching of literary works throughout the educational phases; administer and manage Sesotho in the classroom; apply activities for the teaching of language skills.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b> (		
<b>Module Code:</b> TECK315 (8)		<b>NQF-Level:</b>
<b>Title:</b> TECHNOLOGY: LEARNING AREA		
<b>Module Outcomes:</b> The student should be able to demonstrate a basic background knowledge of the Learning Area Technology; apply the problem-solving and creative nature of the Learning Area Technology and the unique methodology thereof in teaching; demonstrate knowledge, comprehension and insight regarding technology and technology education, and analyse the application thereof in teaching practice; demonstrate an appreciation of the role that technology education plays in creating wealth in a country; demonstrate an ethical and responsible attitude during instruction.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> WAPN125 (8)		<b>NQF-Level:</b>
<b>Title:</b> GENERAL MATHEMATICS: ELEMENTARY ALGEBRA		
<b>Module Outcomes:</b> The student should be able to demonstrate basic knowledge, understanding and skills regarding algebra as a generalisation of arithmetic by being able to solve routine problems by means of simple algebraic operations; solve non-routine problems by using various problem-solving strategies; represent functions in various ways, for example		



by means of formulae, tables, graphs, or verbally; handle elementary statistics, for example the gathering, processing, graphic representation and interpretation of data; use elementary probability in problem-solving; participate in group work as a method for the teaching-learning process.		
Method of delivery:		
Assessment Methods:		
<b>Module Code: WAPN325 (8)</b>		<b>NQF-Level:</b>
<b>Title: GENERAL MATHEMATICS</b>		
<b>Module Outcomes:</b> The student should be able to demonstrate basic knowledge, understanding and insight with regard to elementary geometry (including points, lines, angles, triangles, quadrilaterals and polygons, symmetry and tessellations, measurement, area of regular and irregular plane figures, volume and capacity).		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: WIPN125 (8)</b>		<b>NQF-Level:</b>
<b>Title: MATHEMATICS: ALGEBRAIC NUMBER SYSTEMS</b>		
<b>Module Outcomes:</b> The student should be able to demonstrate basic knowledge, understanding and insight regarding number systems by using the properties of each number system and performing operations in a specific number system; motivate the extension of one number system to another.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: WIPN315 (8)</b>		<b>NQF-Level:</b>
<b>Title: MATHEMATICS: ELEMENTARY STATISTICS</b>		
<b>Module Outcomes:</b> The student should be able to demonstrate basic knowledge, understanding and insight regarding elementary statistics by forecasting the outcomes of events, defining and determining the probability of dependent and independent events by using counting techniques such as permutations and combinations, and performing real-life applications.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: WIPN325 (8)</b>		<b>NQF-Level:</b>
<b>Title: MATHEMATICS: TRIGONOMETRY AND ANALYTICAL GEOMETRY</b>		
<b>Module Outcomes:</b> The student should be able to demonstrate basic knowledge, understanding and insight regarding trigonometry, by solving real-life problems by means of two- and three-dimensional figures, and proving trigonometric identities; and regarding analytical geometry, by defining parabolas, ellipses and hyperbolas as conic sections, deriving equations, drawing graphs and identifying the use of the mentioned conic sections in real life.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code: WSXN125 (16)</b>		<b>NQF-Level:</b>
<b>Title: MATHEMATICS SUBJECT DIDACTICS: ALGEBRA</b>		
<b>Module Outcomes:</b> The student should be able to demonstrate thorough knowledge, understanding, insight and skill with regard to the planning and execution of powerful teaching-learning opportunities for the learning of school algebra, with specific attention to the following: what it means to do mathematics, how mathematics is understood, teaching through problem-		

solving, assessment as an integral part of the teaching and learning of mathematics, algebraic reasoning, functions, probability, and data handling.		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		
<b>Module Code:</b> WSXN325 (16)		<b>NQF-Level:</b>
<b>Title:</b> MATHEMATICS SUBJECT DIDACTICS: GEOMETRY		
<b>Module Outcomes:</b> The student should be able to demonstrate thorough knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry, the planning and execution of powerful teaching-learning opportunities for all students in the mathematics classroom, with specific attention to the following: the development of measurement concepts and concepts relating to geometry (e.g. points, angles, lines, triangles, quadrilaterals).		
<b>Method of delivery:</b>		
<b>Assessment Methods:</b>		