

2025

FACULTY *of*
EDUCATION



UNIVERSITY *of the*
WESTERN CAPE



UNIVERSITY *of the*
WESTERN CAPE

2025

Faculty of Education

NOTICE

All particulars in this Calendar are applicable from 2025. The University reserves the right to amend any regulation or provision at any time without prior notice.

Although every attempt has been made to ensure that the information is accurate, the University does not accept any liability concerning inaccuracies of any of the contents in the Calendar.

Please check the University website (www.uwc.ac.za) for the latest version of this Calendar.

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HOW TO USE THIS CALENDAR

The following provides an overview of the structure of this Calendar to guide users.

General Information

This section provides the contact information for the Faculty and University.

Degrees and Diplomas conferred in the Faculty

This section provides information on each of the qualifications conferred in the Faculty.

Explanation of the National Qualifications Framework (NQF)

This is a brief section on the NQF levels and qualification types.

Faculty Board and Faculty Office Staff

This section lists staff members who constitute the Faculty Board and Faculty office staff members.

Lecturing and Technical Staff

A comprehensive Faculty staff listing per Department, Centre, Institute, School or Unit is provided.

Rules for Programmes

This section provides information on the rules for each academic programme at undergraduate and postgraduate level offered by the faculty. In each year level, and depending on the programme for which a student is registered, they are required to complete and pass a certain number of credits in order to promote to the next level of study. Promotion requirements per programme can be found in this section. These rules should be read in conjunction with the academic rules (Section 3) of the General Calendar (Part 1). Students should acquaint themselves with the rules in both Calendars and annually check for rule and curriculum changes.

Module Descriptors

This section provides information on all the modules offered by the faculty at undergraduate and postgraduate level. Module descriptors contain information which relate to the main outcomes and content for each module, including the credit value and NQF level of the module and pre-requisite and co-requisite modules. It is set in alphanumeric order per undergraduate and postgraduate offering. An alphabetical listing of all modules can be found in the module descriptor index.

Pre-requisite and Co-requisite Modules

A pre-requisite module is a module that must be passed prior to a student being admitted to a higher module or the following year of study as determined in the faculty yearbook.

A co-requisite module is a module that must be passed prior to or simultaneously with another associated module before credit can be granted for the latter module. Requirements are provided in each module descriptor.

Explanation of Symbols and Remarks on Academic Transcript

This section provides an explanation of the symbols used and the remarks on the academic transcript.

GENERAL INFORMATION

CORRESPONDENCE WITH THE UNIVERSITY

All postal correspondence should be addressed to the relevant person or department at:

The University of the Western Cape
Private Bag X17
Bellville
7535

Should you not know the person or department, please direct all correspondence to the Registrar.

Faculty related enquiries can be directly forwarded to:

The Faculty Manager
Faculty of Education
The University of the Western Cape
Private Bag X17
Bellville
7535

Faculty Helpdesk

Tel: +27 (0)21 959 2276

Email: Undergraduate:

PGCE FET:

Honours:

Master's and PhD:

educundergraduate@uwc.ac.za

edupgce@uwc.ac.za

eduhonours@uwc.ac.za

edumed-phd@uwc.ac.za

CONTACT NUMBERS

UWC Contact Centre:

Email:

+27 (0)21 959 3900/1/2/3

info@uwc.ac.za

THE UNIVERSITY'S WEBSITE:

www.uwc.ac.za

CALENDAR

The Calendar is obtainable in the following separate parts:

- Part 1 General Information
- Part 2 Faculty of Natural Sciences
- Part 3 Faculty of Arts and Humanities
- Part 4 Faculty of Economic and Management Sciences (Undergraduate)
- Part 5 Faculty of Economic and Management Sciences (Postgraduate)
- Part 6 Faculty of Education
- Part 7 Faculty of Dentistry
- Part 8 Faculty of Law
- Part 9 Faculty of Community and Health Sciences
- Part 10 Schedule of Fees (Refer to the Schedule of Fees available on the University website)

DEGREES AND DIPLOMAS CONFERRED BY THE FACULTY

DEGREES

Qualification	Abbreviation	Minimum period of Study
Bachelor of Education in Senior Phase and Further Education and Training Teaching*	BEd (Senior Phase and Further Education and Training Teaching)	4
Bachelor of Education in Foundation Phase Teaching	BEd (Foundation Phase Teaching)	4
Bachelor of Education Honours*	BEd Hons	1
Bachelor of Education Honours in Educational Psychology	BEd Hons (Educational Psychology)	1
Master of Education*	MEd	1
Master of Education in Adult Education and Global Change	MEd (Adult Education and Global Change)	2
Doctor of Philosophy*	PhD	2

DIPLOMAS & CERTIFICATES

Postgraduate Certificate in Education in Further Education and Training Teaching	PGCE (Further Education and Training Teaching)	1
Postgraduate Diploma in Education*	PGDip	1
Postgraduate Diploma in Higher Education in Teaching and Learning	PGDip (Higher Education in Teaching and Learning)	1
Postgraduate Diploma in Technical and Vocational Education and Training	PGDip (Technical and Vocational Education and Training)	1

* Please refer to the programme information for specialisations.

EXPLANATION OF THE NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework (NQF) is “a *single integrated system for the classification, registration, publication and articulation of quality-assured national qualifications*” as stipulated in Section 4 of the NQF Act, 2008 (Act No 67 of 2008).

The National Qualifications Framework (NQF) has ten levels of which Higher Education qualifications occupy 6 levels of the NQF, namely levels 5 to 10.

Levels 5 to 7 comprise the undergraduate qualifications (with the exception of the Professional Bachelor’s degree at Level 8) and levels 8 to 10 comprise the postgraduate qualifications.

NQF LEVELS	QUALIFICATION TYPES
5	Higher Certificate
6	Advanced Certificate Diploma
7	Advanced Diploma Bachelor’s Degree
8	Honours Degree Postgraduate Diploma Professional Bachelor’s Degree
9	Master’s Degree Professional Master’s Degree
10	Doctoral Degree Professional Doctoral Degree

As cited in the Higher Education Qualifications Sub-Framework (CHE, 2013)

FACULTY BOARD AND FACULTY OFFICE STAFF

Ex Officio Members: The Rector, Vice Rector/s, Registrar and Dean

Profs: A Bayaga, R Chetty, J De Beer, R Govender, C Julie, RFA Maarman, S Pather, S Sesanti, A Sheik

Assoc Profs: FP Khanare, M Luckay, T Moodley, J Papier

Sen Lecturers: K Booie, K Collett, L Du Plooy, CA February, K Frizelle, MN Hendricks, K Koopman, B May, M Mokoena, S Needham, B Nel, P Plüddemann, N Ravjee, R Setlhare, M Simons

Lecturers: Z Allie, K Aploon-Zokufa, PP Cutalele, D David, S Dinie, JM Du Plessis, D Fagan, G Gamiet, Z Gula, L Johns, R Koch, C Louw, S Louw, N Mbusi, T McBride, NA Nesi, S Ngece, N Nondalana, N Prinsloo, AD Riffel, T Sebotsa, SM Shezi,

Associate Lecturer: W Mangcengeza

Senior Officer Academic Support Services: Dr A Williams, PhD Education (UWC) MEd (CIE) (UP) BEd Hons (SU)

FACULTY OFFICE PERSONNEL

Dean:	Prof R Govender, BSc (UNISA) UDE BSc (Hons) MEd (Durban Westville) PhD (UKZN) PGDip Higher Education (T&L) (Cum Laude)
Deputy Dean (Learning & Teaching):	Prof R Chetty, BA (Hons) BEd (Hons) PhD (UNISA) MA (UKZN) MBA (UCT)
Deputy Dean (Research & P/G Studies):	Prof RFA Maarman, BEd (UNISA) BA HDE (UWC) MEd (RAU) PhD (North West)
Learning and Teaching Specialist:	Dr MC Bladergroen, BEd MEd (UWC) MTh (SU) PhD (UWC)
Faculty Manager:	Ms V Beerwinkel, BA BA (Hons) Psychology MSc (UWC)
Senior Faculty Officer:	Ms K Styer, BA BA (Hons) (UWC)
Faculty Officers:	Mr V Ndabeni, ADPA (UWC) Mr T Plaatjies, N6 Commerce Secretarial (OTC) Ms C Lewis, BTech: OMT (CPUT) Mr GR Meyer, ADPA HCert (Forensic Examination) (UWC) Ms M Moloi, National Certificate (Packaging) (Institute for Packaging SA) ND (Packaging Technology) (Wits) Advance Diploma in Management (UWC)
Financial Administrators:	Mr S Kemp, ND (Cost and Management Accounting) MDP BCom (Hons)(UWC)
Secretary to the Dean:	Ms BA Tom, BAdmin (UWC)
Administrative Officers:	Mr R Adonis, Marketing N6 (Boland College) Ms Z Arendse, BAdmin (UWC) Ms N Masete BSc (Biotechnology) (UWC) Ms M Dayimani, BPA (Hons) (SU) BTech (Public Management) Ms N Donn-Arnold, BA BA (Hons) MA (UWC) Ms W Adams, ND (Office Management & Technology) (CPUT) Mr D Lillienfeldt

Administrative Assistant:

Ms. L Mekana, BTech (Project Management)
(CPUT) Certificate (Occupational Health and
Safety) (UCT)

**Senior Officer Academic
Support Services:**

Dr A Williams, PhD Education (UWC) MEd (CIE)
(UP) BEd Hons (SU)

LECTURING AND TECHNICAL STAFF

LECTURING STAFF

Full Professors:

Prof A Bayaga, PGCert (Actuarial Science)
(University of Leicester, UK) BEd (Hons)
(Mathematics) (University of Cape Coast, Ghana)
MEd MCom PhD (UFH)
Prof R Chetty, BA (Hons) BEd (Hons) PhD
(UNISA) MA (UKZN) MBA (UCT)
Prof R Govender, BSc (UNISA) UDE BSc (Hons)
MEd (Durban Westville) PGDip Higher Education
(T&L) (Cum Laude) PhD (UKZN)
Prof C Julie, HDE (UNISA) MSc (UWC) PhD
(Illinois) (NRF First Rand Chair in Mathematics
Education)
Prof RFA Maarman, BEd (UNISA) BA HDE (UWC)
MEd (RAU) PhD (North West)
Prof S Pather, BPaed (UDW) BEd (Hons) (UKZN)
Dip Special Ed (UNISA) MEd (Cum Laude)
(UKZN), PhD (CCCUC, UK)
Prof S Sesanti, N Dip (PE Technikon) MA (UPE)
PhD (SU) PhD (Wits)

Associate Professors:

Prof A Sheik, BA UHDE BA (Hons) (UKZN) BA
(Hons) (UNISA) MA (Cum Laude) PHD (UKZN)
Prof FP Khanare, BEd BEd (Hons) (ED
Psychology) MEd (ED Psychology) (UKZN) PhD
(Education) (NMMU)
Prof MB Luckay, BSc (Wits) BSc (Hons) HDE MEd
(Cum Laude) PhD Postdoctoral Fellow (UCT)
Prof T Moodley, HDE (Springfield College of
Education) BSc (UNISA) BPhil (SU) BEd (Hons)
(UWC) MEd (SU) PhD (UFS) Registered
Educational Psychologist
Prof J Papier, BA (Hons) (UNISA) MPhil (UWC)
MEd (Harvard) PhD (Pretoria) (NRF SARCHI
Chair: TVET Studies)

Extraordinary Professors:

Prof Z Desai, BA (London) HDE (UNISA) MA
(London) PhD (UWC)
Prof Z Groener, MSc (Com Ed) (Edinburgh) PhD
(UCLA) Higher Dipl Soc Work (UWC)
Prof L Green, PhD (Exeter) MSoc Sc HED (SA)
DTSC (UCT)
Prof A Kitching, BEd (Psych) M Ed (Psych) (UP)
HED BA (UFS) PhD (Psychology) (NWU)

Prof M Mbekwa, BA (UNISA) BA (Hons) MPhil
 PhD Dip Ed Ad (UWC) JSTC (Lovedale) SED
 (Vista)

Prof T Moja, BA (With Distinction) BEd (University
 of the North) MEd (Wits) PhD (Wisconsin)

Prof M Moletsane, BA (Admin) BEd (Psych) UED
 and MEd (Psych) (UP) PhD (UP)

Prof S Naicker, BA, Dipl in Special Education
 (Durban-Westville) HEd (UNISA) BEd (UWC) MEd
 (Penn State) PhD (UWC)

Prof R Pithouse, NHD (Sultan Technikon) BA
 (Hons) (Philosophy) (UN) MA (Philosophy) (UKZN)
 PhD (Politics) (Rhodes University)

Prof B Schreiber, BA (Hons) BA (UNISA) MA
 (Psych) PhD (UWC)

Prof S Sivasubramaniam, MA English
 (Madras/India) MA TESOL (Surrey) PhD
 (Nottingham)

Prof T Wood, BA BA (Hons) MA (Rhodes) PhD
 (UCT)

Emeritus Professors: Prof MB Ogunniyi, BSc (Ed) (Ahmadu Bello) MSc
 PhD (Wisconsin)

Prof B Thaver, BA (UCT) MA (York) DPhil (UWC)

Prof SC Walters, BA MEd (Manchester) PhD
 PGTD (UCT)

Senior Lecturers: Dr K Booi, DEd (CPUT) MPhil (University of
 Bergen Norway) (Scandanavian Countries) MEd
 (Rhodes)

Dr K Collett, BPrim BA (UCT) BEd (Hons) (Cum
 Laude) PG Dip T&L Ed (UWC) TAU fellow MEd
 PhD (UWC)

Dr L Du Plooy, BEd (Hons) MEd (Cum Laude) PhD
 (UWC)

Dr CA February, BA (UNISA) (Hons) (UWC) MPhil
 (UCT) MEd PhD (UWC)

Dr K Frizelle, BA (UNISA) HDE (UND) BA (Hons)
 (UND) B Soc Sci (Masters) (UNP) PhD (UKZN)

Dr MN Hendricks, BSc (Ed) MEd (UWC) PhD (UJ)

Dr K Koopman, HDE (Com) (Pentech) BTech
 (Com) (Cape Tech) MEd (UWC) PhD (SU)

Dr B May, BSc HDE BEd (Hons) MSc (Cum
 Laude) PhD (UWC)

Dr M Mokoena, PhD (UFS) MEd (UFS) BEd Hons
 PGCE (UFS)

Dr S Needham, BA BA (Hons) (UCT) MEd (UWC)
 PhD (UKZN)

Dr B Nel, BSc HDE BEd (Hons) (US) Post Grad
 Diploma in HRM (UJ) MSc (Wits) PhD (UNISA)

Dr P Plüddemann, BA (Hons) (SU) HDE (UCT)
 MPhil (UWC) PhD (Stockholm)

Dr N Ravjee, BSc (Durban Westville) HDE (Natal)
 MA PhD (Washington)

Lecturers:

Dr R Sethare, BA ABET Cert (UNISA) HDE (UCT)
BA (Hons) MEd (Educ Psych) (UJ) PhD (NWU)
Registered Educational Psychologist
Dr M Simons, ND Edu (BCE) BTech BEd (Hons)
(CPUT) MEd PhD (UWC) and (Groningen)
Ms Z Allie, BSc BSc (Hons) MSc (SU)
Ms K Aploon-Zokufa, MPhil (Curriculum Studies)
(UCT) BSocSc (Hons) (UCT) BSocSc (UCT)
Dr PP Cutalele, BA (Unitra) HDE (Vista) PhD
(NMMU)
Mr D David, B PAED BA (Hons) (Cum Laude) MA
(UKZN)
Mr S Dinie, BSc BEd (Hons) MEd (UWC)
Mr JM Du Plessis, BEd BEd (Hons) MEd (UWC)
Mr G Gamiet, HDE (Non-graduate) (Arts) BA
(Hons) MEd (UWC) MEd (Ohio)
Ms L Johns, BTech Project Management BEd
(Hons) Med (UWC)
Dr R Koch, BEd Psych (SU) MPsy (North-West)
PhD (in Psychology of Education) (UFS)
Mrs T Kosi, BA (UWC) HDE B. Ed (UWC) Advance
Certificate in Education (ACE) (UCT) (Hons) (UCT)
(Hons) (Nelson Mandela University) MEd (UWC)
Dr S Louw, BA BA Hons MA PhD (SU)
Dr N Mbusi, BCom (UNISA) BEd (Hons) MEd
(Rhodes) PhD (UJ)
Mr T Mcbride, BA HDE BEd (Hons) (UCT) MEd
(Cum Laude) (UWC)
Ms NA Nesi, BA (Hons) PGCE MA (Cum Laude)
(Rhodes)
Ms S Ngece, BA (UFH) HDE (Vista) ACE
Language B.Ed. (Hons) MEd (Cum Laude) (UWC)
Dr N Nondalana, BEd BEd (Hons) MEd (Cum
Laude) PhD (UWC)
Dr N Prinsloo, BA HDE (UCT) MEd (UWC) PhD
(UWC)
Dr AD Riffel, BA HDE BEd (Hons) MEd PhD
(UWC)
Dr C Louw, BEd (UFS) BEd (Hons) (UP) MEd (UP)
(Cum Laude) PhD (UP)
Mr T Sebotsa, BSc (UL) BSc (Hons) (UL) PGCE
(UNISA) MEd (NWU)
Dr SM Shezi, PGCE PGDip BA MEd PhD (UKZN)
Vacant
Vacant
Dr KR Langenhoven, BSc (UWC) BA (UNISA)
HDE (PG) Sec BEd (UCT) MPhil PhD (UWC)
Dr C Moodley, Higher Diploma in Education (Post
Graduate) (UWC) BA English (UNISA) BA
Honours (UWC) Masters in Child & Family
Studies (Cum Laude) Masters in Leadership
Coaching (SU) PhD (UWC)

Associate Lecturer:

Extraordinary Senior Lecturer/Lecturer:

Research Fellows:

Tutorial Support: Vacant
Teaching Practice: Dr L Du Plooy, BEd (Hons) MEd (Cum Laude) PhD (UWC)
Administrators: Ms W Adams, ND (Office Management & Technology) (CPUT)
 Ms N Donn-Arnold, BA BA (Hons) MA (UWC)

ACADEMIC DEPARTMENTS, CENTRES AND UNITS

DEPARTMENT OF EDUCATIONAL STUDIES

Head of Department: Prof MB Luckay, BSc (Wits) BSc (Hons) HDE Med (Cum Laude) PhD Postdoctoral Fellow (UCT)
Administrative Officer: Ms F February, BCom (Industrial Psychology) (UWC)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Head of Department: Prof S Pather, BPaed (UDW) BEd (Hons) (UKZN) Dip Special Ed (UNISA) MEd (Cum Laude) (UKZN) PhD (CCCUC UK)
Administrative Officer: Ms N Masete, BSc (Biotechnology) (UWC)

DEPARTMENT OF LANGUAGE EDUCATION

Head of Department: Prof A Sheik, BA (Hons) (UKZN) PGCE MA PhD (UKZN)
Administrative Officer: Ms M Dayimani, BPA (Hons) (SU) BTech (Public Management)

INSTITUTE FOR POST – SCHOOL STUDIES

Director: Dr S Needham, BA BA (Hons) (UCT) MEd (UWC) PhD (UKZN)
Administrator: Ms L Steer (Secretarial Diploma - Maurice's Secretarial College)
Administrative Assistants: Miss J Santon, (N6 Diploma - Falsebay College)
 Miss N Ngwenya, (N6 Diploma - Falsebay College)

SCHOOL OF SCIENCE AND MATHEMATICS EDUCATION

Director: Dr B May, BSc HDE BEd (Hons) MSc (Cum Laude) PhD (UWC)
Administrative Officer: Ms Z Arendse, BAdmin (UWC)

SCIENCE LEARNING CENTRE FOR AFRICA

Director: Dr BP Nel, BSc HDE BEd (Hons) (US) PGDip (Human Resource Management) (UJ) MSc (Wits) PhD (UNISA)

Secretariat Manager (AASIKS): Dr KR Langenhoven, BSc (UWC) BA (UNISA) HDE (PG) Sec (UCT) BEd (UCT) MPhil PhD (UWC) Research Fellow (AASIKS)

Administrator: Mr C Frans, BA (UWC) PGCE (US)

LEDIMTALI

Director: Prof C Julie, HDE (UNISA) MSc (UWC) PhD (Illinois) (NRF First Rand Chair in Mathematics Education)

Administrative Assistant: Mr C Esbach, HCert (Education Adult Learning) (T&D) (UWC)

RULES FOR UNDERGRADUATE PROGRAMMES

BACHELOR OF EDUCATION IN LANGUAGES AND SOCIAL SCIENCES

(4512)

(not offered to new students from 2020)

E.1 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Languages and Social Sciences Degree - BEd (Languages and Social Sciences)**:

E.1.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Languages and Social Sciences**

English and Social Sciences

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, and
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

Afrikaans and Social Sciences

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, and
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

Xhosa and Social Sciences

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, and
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

E.1.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50%-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- at least 40% in one of the official languages in the Higher Grade;
- at least 33% in the remaining official language on the Lower Grade;
- at least 40% in two additional subjects

E.2 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.3 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time study.

E.4 CURRICULUM

E.4.1 Level 1

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Literacy and Numeracy 111	EDC111	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
Education Practice 101	EDC101	15
	Sub-total	60

Group 2 - Languages (select both modules)

Style and Structure in Language 111	ELD111	15
Language and Society 121	ELD121	15
	Sub-total	30

Group 3 - Social Sciences (select all modules)

Humanities 111	HUM111	15
Humanities 121	HUM121	15
Geography 111	GES111	15
Geography 121	GES121	15
	Sub-total	60
	Total	150

E.4.2 Level 2

Module Name	Module Code	Credits
Group 1 - Compulsory		
Education Practice 201	EDC201	15
	Sub-total	15
Group 2 - Languages (select both modules)		
Language Acquisition and Language Teaching 211	ELD211	10
Evaluating Text 212	ELD212	10
	Sub-total	20
Group 3 - Languages (select one sub-group)		
Group 3.1 (select both modules)		
English 111	ENG111	15
English 121	ENG121	15
Group 3.2 (select both modules)		
Xhosa 111	XHO111	15
Xhosa 121	XHO121	15
Group 3.3 (select both modules)		
Afrikaans / Nederlands Studies 111 (N)	AFN111	15
Afrikaans / Nederlands Studies 121 (N)	AFN121	15
	Sub-total	30
Group 4 - Social Sciences (select both modules)		
Geography 225	GES225	20
Geography 226	GES226	20
	Sub-total	40
Group 5 - Social Sciences (select both modules)		
History 231	HIS231	20
History 241	HIS241	20
	Sub-total	40
	Total	145

E.4.3 Level 3

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60
Group 2 - Languages (select one sub-group)		
Group 2.1		
Method of English 301	TME301	15
Method of English 302	TME302	15
Group 2.2		
Method of Afrikaans 301	TMA301	15
Method of Afrikaans 302	TMA302	15
Group 2.3		
Method of Xhosa 301	TMX301	15
Method of Xhosa 302	TMX302	15
	Sub-total	30
Group 3 - Social Sciences		
Method of Social Sciences 301	SSM301	30
	Sub-total	30
	Total	120

E.4.4 Level 4

Module Name	Module Code	Credits
Compulsory (select all modules)		
Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90
Languages (select one module)		
Method of English 401	TME401	15
Method of Afrikaans 401	TMA401	15
Method of Xhosa 401	TMX401	15
	Sub-total	15
Social Sciences		
Method of Social Sciences 401	SSM401	15
	Sub-total	15
	Total	120
	FINAL TOTAL	535

E.5 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.6 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.6.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 120 credits and on passing Education Practice 101.

E.6.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 245 credits and on passing Education Practice 201.

E.6.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 365 credits and on passing Education Practice 301 and all Level 1 modules.

E.6.4 Level 4

A student shall complete the degree once 535 credits are obtained and all the requirements for the degree are met.

E.7 ADVANCE REGISTRATION

E.7.1 Level 1

E.7.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.7.1.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.7.2 Level 2

E.7.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.7.2.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.7.3 Level 3

E.7.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.7.3.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.8 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.9 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.9.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.9.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.9.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.9.4 Learning Area Specialisations

E.9.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.9.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN LANGUAGES AND LIFE ORIENTATION **(4513)**

(not offered to new students from 2020)

E.10 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Languages and Life Orientation Degree - BEd (Languages and Life Orientation)**:

E.10.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Languages and Life Orientation**

English and Life Orientation

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

Afrikaans and Life Orientation

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

Xhosa and Life Orientation

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

E.10.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.11 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.12 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.13 CURRICULUM

E.13.1 Level 1

Module Name	Module Code	Credits
Group 1 – Compulsory (select all modules)		
Literacy and Numeracy 111	EDC111	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
Education Practice 101	EDC101	15
	Sub-total	60

Group 2 – Languages (select both modules)

Style and Structure in Language 111	ELD111	15
Language and Society 121	ELD121	15
	Sub-total	30

Group 3 - Life Orientation (select all modules)

Introduction to Psychology in Education 141	ESP141	15
Introduction to Inclusive Education 142	ESP142	15
Social Psychology for Educators 131	EDC131	10
	Sub-total	40
	Total	130

E.13.2 Level 2**Module Name****Module Code****Credits****Group 1 – Compulsory**

Education Practice 201	EDC201	15
	Sub-total	15

Group 2 – Languages (select both modules)

Language Acquisition and Language Teaching 212	ELD211	10
Evaluating Text 212	ELD212	10
	Sub-total	20

Group 3 (select one sub-group)**Group 3.1**

English 111	ENG111	15
English 121	ENG121	15

Group 3.2

Xhosa 111	XHO111	15
Xhosa 121	XHO121	15

Group 3.3

Afrikaans / Nederlands Studies 111 (N)	AFN111	15
Afrikaans / Nederlands Studies 121 (N)	AFN121	15
	Sub-total	30

Group 4 - Life Orientation (select all modules)

Community Psychology in Education 241	ESP241	15
Psychological Intervention in Education 242	ESP242	15
HIV Counselling 200	HIV200	12
Health Promoting Schools 212	HPS212	10
	Sub-total	52
	Total	117

E.13.3 Level 3**Module Name****Module Code****Credits****Group 1 – Compulsory (select all modules)**

Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60

Group 2 - Languages (select one sub-group)**Group 2.1**

Method of English 301	TME301	15
Method of English 302	TME302	15

Group 2.2

Method of Afrikaans 301	TMA301	15
Method of Afrikaans 302	TMA302	15

Group 2.3

Method of Xhosa 301	TMX301	15
Method of Xhosa 302	TMX302	15
	Sub-total	30

Group 3 - Life Orientation (select both modules)

Method of Life Orientation 301	TML301	15
Method of Life Orientation 302	TML302	15
	Sub-total	30
	Total	120

E.13.4 Level 4**Module Name****Module Code****Credits****Compulsory (select all modules)**

Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90

Languages – (select one module)

Method of English 401	TME401	15
Method of Afrikaans 401	TMA401	15
Method of Xhosa 401	TMX401	15
	Sub-total	15

Life Orientation

Method of Life Orientation 401	TML401	15
	Sub-total	15
	Total	120

FINAL TOTAL 487**E.14 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.15 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.15.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101.

E.15.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 200 credits and on passing Education Practice 201.

E.15.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 320 credits and on passing Education Practice 301 and all Level 1 modules.

E.15.4 Level 4

A student shall complete the degree once 487 credits are obtained and all the requirements for the degree are met.

E.16 ADVANCE REGISTRATION

E.16.1 Level 1

E.16.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.16.1.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.16.2 Level 2

E.16.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.16.2.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.16.3 Level 3

E.16.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.16.3.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.17 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.18 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.18.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.18.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.18.3 The two electives selected shall be taken in all four years which will qualify a student to teach in those two learning areas.

E.18.4 Learning Area Specialisations

E.18.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.18.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN SOCIAL SCIENCES AND EMS (4514)

(not offered to new students from 2020)

E.19 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Social Sciences and EMS Degree - BEd (Social Sciences and EMS)**:

E.19.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 27 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Social Sciences and EMS**

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, and
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics, and
- Level 4 (50-59%) in Accounting, or
- Level 4 (50-59%) in Business Studies, or
- Level 4 (50-59%) in Economics

E.19.2 Minimum admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.20 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.21 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.22 CURRICULUM

E.22.1 Level 1

Module Name	Module Code	Credits
Group 1 – Compulsory (select all modules)		
Education Practice 101	EDC101	15
Literacy and Numeracy 111	EDC111	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
	Sub-total	60
Group 2 - Economic and Management Sciences (select all modules)		
Quantitative Skills for Commerce 131/132	QSC131/2	15
Management 132	MAN132	15
Economics 134	ECO134	15
	Sub-total	45
Group 3 - Social Sciences (select all modules)		
Humanities 111	HUM111	15
Humanities 121	HUM121	15
Geography 111	GES111	15
Geography 121	GES121	15
	Sub-total	60
	Total	165

E.22.2 Level 2

Module Name	Module Code	Credits
Group 1 – Compulsory		
Education Practice 201	EDC201	15
	Sub-total	15

Group 2 - Economic and Management Sciences (select all modules)		
Accounting 211	ACC211	15
Economics 232	ECO232	10
Management 201	MAN201	10
	Sub-total	35

Group 3 - Social Sciences (select all modules)

Group 3.1		
History 231	HIS231	20
History 241	HIS241	20
Group 3.2		
Geography 225	GES225	20
Geography 226	GES226	20
	Sub-total	80
	Total	130

E.22.3 Level 3

Module Name	Module Code	Credits
Group 1 – Compulsory (select all modules)		
Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60

Group 2 - Economic and Management Sciences (select both modules)

Method of EMS 302	EMM301	15
Method of EMS 302	EMM302	15
	Sub-total	30

Group 3 - Social Sciences

Method of Social Sciences 301	SSM301	30
	Sub-total	30
	Total	120

E.22.4 Level 4

Module Name	Module Code	Credits
Group 1 – Compulsory (select all modules)		
Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90

Group 2 - Economic and Management Sciences

Method of EMS 401	EMM401	15
	Sub-total	15

Group 3 - Social Sciences

Method of Social Sciences 401	SSM401	15
	Sub-total	15
	Total	120

FINAL TOTAL 535

E.23 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.24 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.24.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 135 credits and on passing Education Practice 101.

E.24.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 245 credits and on passing Education Practice 201.

E.24.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 365 credits and on passing Education Practice 301 and all Level 1 modules.

E.24.4 Level 4

A student shall complete the degree once 535 credits are obtained and all the requirements for the degree are met.

E.25 ADVANCE REGISTRATION

E.25.1 Level 1

E.25.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.25.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.25.2 Level 2

E.25.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.25.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.25.3 Level 3

E.25.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.25.3.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.26 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.27 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.27.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.27.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.27.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.27.4 Learning Area Specialisations

E.27.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.27.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN LANGUAGES AND MATHEMATICS

(4515)

(not offered to new students from 2020)

E.28 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Languages and Mathematics Degree – BEd (Languages and Mathematics)**:

E.28.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Languages and Mathematics**

English and Mathematics

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy

OR

Afrikaans and Mathematics

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy

OR

Xhosa and Mathematics

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 3(40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy

E.28.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.29 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.30 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.31 CURRICULUM

E.31.1 Level 1

Module Name	Module Code	Credits
Group 1 – Compulsory (select all modules)		
Education Practice 101	EDC101	15
Literacy and Numeracy 111	EDC111	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
	Sub-total	60

Group 2 – Languages (select both modules)

Style and Structure in Language 111	ELD111	15
Language and Society 121	ELD121	15

Group 3 – Mathematics (select both modules)

Mathematics (BEd) 111	MAE111	15
Mathematics (BEd) 121	MAE121	15
	Sub-total	60
	Total	120

E.31.2 Level 2

Module Name	Module Code	Credits
Group 1 - Compulsory		
Education Practice 201	EDC201	15
	Sub-total	15

Group 2 - Languages (select both modules)

Language Acquisition and Language Teaching 211	ELD211	10
Evaluating Text 212	ELD212	10

Group 3 - (select one sub-group)

Group 3.1		
English 111	ENG111	15
English 121	ENG121	15

Group 3.2

Xhosa 111	XHO111	15
Xhosa 121	XHO121	15

Group 3.3

Afrikaans / Nederlands Studies 111 (N)	AFN111	15
Afrikaans / Nederlands Studies 121 (N)	AFN121	15
	Sub-total	50

Group 4 - Mathematics (select both modules)

Mathematics (BEd) 211	MAE211	15
Mathematics (BEd) 221	MAE221	15
	Sub-total	30
	Total	95

E.31.3 Level 3

Module Name	Module Code	Credits
Group 1 – Compulsory (select all modules)		
Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60

Group 2 - Languages (select one sub-group)

Group 2.1		
Method of English 301	TME301	15
Method of English 302	TME302	15

Group 2.2

Method of Afrikaans 301	TMA301	15
Method of Afrikaans 302	TMA302	15

Group 2.3

Method of Xhosa 301	TMX301	15
Method of Xhosa 302	TMX302	15
	Sub-total	30

Group 3 – Mathematics (select all modules)

Mathematics (BEd) 311	MAE311	15
Mathematics (BEd) 321	MAE321	15
Method of Mathematics 301	TMM301	15
Method of Mathematics 302	TMM302	15
	Sub-total	60
	Total	150

E.31.4 Level 4**Module Name****Module Code Credits****Group 1 – Compulsory (select all modules)**

Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90

Group 2 – Languages (select one module)

Method of English 401	TME401	15
Method of Afrikaans 401	TMA401	15
Method of Xhosa 401	TMX401	15
	Sub-total	15

Group 3 – Mathematics

Method of Mathematics 401	TMM401	15
	Sub-total	15
	Total	120

FINAL TOTAL 485**E.32 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.33 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.33.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101.

E.33.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 185 credits and on passing Education Practice 201.

E.33.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 335 credits and on passing Education Practice 301 and all Level 1 modules.

E.33.4 Level 4

A student shall complete the degree once 485 credits are obtained and all the requirements for the degree are met.

E.34 ADVANCE REGISTRATION

E.34.1 Level 1

E.34.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.34.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.34.2 Level 2

E.34.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level

E.34.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.34.3 Level 3

E.34.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.34.3.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.35 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.36 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.36.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.36.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.36.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.36.4 Learning Area Specialisations

E.36.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.36.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN MATHEMATICS AND NATURAL SCIENCES (4516)

(not offered to new students from 2020)

E.37 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Mathematics and Natural Sciences Degree - BEd (Mathematics and Natural Sciences)**:

E.37.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Mathematics and Natural Sciences**

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy, and
- Level 4 (50-59%) in Life Sciences, or
- Level 4 (50-59%) in Physical Sciences

E.37.2 Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50% - 59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.38 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.39 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.40 CURRICULUM

E.40.1 Level 1

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Literacy and Numeracy 111	EDC111	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
Education Practice 101	EDC101	15
	Sub-total	60
Group 2 - Mathematics (select both modules)		
Mathematics (BEd) 111	MAE111	15
Mathematics (BEd) 121	MAE121	15
	Sub-total	30
Group 3 - Natural Sciences (select both modules)		
Life Sciences 141	LSC141	15
Life Sciences 142	LSC142	15
	Sub-total	30
	Total	120

E.40.2 Level 2

Module Name	Module Code	Credits
Group 1 - Compulsory		
Education Practice 201	EDC201	15
	Sub-total	15
Group 2 - Mathematics (select both modules)		
Mathematics (BEd) 211	MAE211	15
Mathematics (BEd) 221	MAE221	15
	Sub-total	30

Group 3 - Natural Sciences (select all modules)

Biodiversity and Conservation 211	BDC211	20
Biodiversity and Conservation 221	BDC221	20
Physics 116	PHY116	15
Chemistry 114	CHE114	15
	Sub-total	70
	Total	115

E.40.3 Level 3**Module Name****Module Code****Credits****Group 1 - Compulsory (select all modules)**

Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60

Group 2 - Mathematics (select all modules)

Mathematics (BEd) 311	MAE311	15
Mathematics (BEd) 321	MAE321	15
Method of Mathematics 301	TMM301	15
Method of Mathematics 302	TMM302	15
	Sub-total	60

Group 3 - Natural Science (select both modules)

Method of General Science 301	GSM301	15
Method of General Science 302	GSM302	15
	Sub-total	30
	Total	150

E.40.4 Level 4**Module Name****Module Code****Credits****Group 1 - Compulsory (select all modules)**

Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90

Group 2 - Mathematics

Method of Mathematics 401	TMM401	15
	Sub-total	15

Group 3 - Natural Science

Method of General Science 401	GSM401	15
	Sub-total	15
	Total	120

FINAL TOTAL 505

E.41 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.42 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.42.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101.

E.42.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 195 credits and on passing Education Practice 201.

E.42.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 345 credits and on passing Education Practice 301 and all Level 1 modules.

E.42.4 Level 4

A student shall complete the degree once 505 credits are obtained and all the requirements for the degree are met

E.43 ADVANCE REGISTRATION

E.43.1 Level 1

E.43.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.43.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.43.2 Level 2

E.43.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.43.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.43.3 Level 3

E.43.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.43.3.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.44 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.45 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.45.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.45.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.45.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.45.4 Learning Area Specialisations

E.45.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50%-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.45.4.2 A student shall select any two electives from below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (4517)

E.46 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Foundation Phase Teaching Degree - BEd (Foundation Phase Teaching)**:

E.46.1 Minimum admission requirements for applicants who matriculated from 2008

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:
- Level 4 (50-59%) in English (Home or First Additional language), and
 - Level 4 (50-59%) in another Language (First Additional Language), and
 - Level 3 (40-49%) in Mathematics, or Level 5 (60-69%) in Mathematical Literacy

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

E.46.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

E.46.3 Alternative admission requirements in terms of Recognition of Prior Learning (RPL)

- (a) An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission to the Foundation Phase programme after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.
- (b) An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the Foundation Phase programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

E.47 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.48 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.49 CURRICULUM

E.49.1 Level 1

Module name	Module Code	Credits
Compulsory (select all modules)		
Practical Learning 101	FPL101	15
Foundation Phase Mathematics 111	FPM111	15
Life Skills 111	FLS111	15
Child Development 111	FCD111	15
Academic Literacy 101	FAL101	10
Education Studies 111	FES111	15

and

Select one home language from the following:

Afrikaans Home Language Literacy Teaching 111	ALT111	15
or		
English Home Language Literacy Teaching 111	ELT111	15
or		
IsiXhosa Home Language Literacy Teaching 111	XLT111	15

and

Select one additional language from the following:

Afrikaans Second Additional Language 101	SAL101	10
or		
IsiXhosa Second Additional Language 101	SXL101	10
	Sub-total	110

E.49.2 Level 2

Module name	Module Code	Credits
Practical Learning 201	FPL201	20
Afrikaans Home Language Literacy Teaching 211	ALT211	20
or		
English Home Language Literacy Teaching 211	ELT211	20
or		
IsiXhosa Home Language Literacy Teaching 211	XLT211	20
Foundation Phase Mathematics 211	FPM211	20
Introduction to the Social and Physical Worlds 211	FPS211	10
Creative Arts Modalities 211	FPC211	10
Child Development 211	FCD211	20

Education Studies 211	FES211	20
Afrikaans First Additional Language Literacy Teaching 211	AFL211	15
or		
English First Additional Language Literacy Teaching 211	EFL211	15
or		
IsiXhosa First Additional Language Literacy Teaching 211	XFL211	15
	Sub-total	135

E.49.3 Level 3

Module name	Module Code	Credits
Practical Learning 301	FPL301	30
Afrikaans Home Language Literacy Teaching 311	ALT311	30
or		
English Home Language Literacy Teaching 311	ELT311	30
or		
IsiXhosa Home Language Literacy Teaching 311	XLT311	30
Foundation Phase Mathematics 311	FPM311	30
Inclusive Education 301	FIE301	30
Afrikaans First Additional Language Literacy Teaching 311	AFL311	20
or		
English First Additional Language Literacy Teaching 311	EFL311	20
or		
IsiXhosa First Additional Language Literacy Teaching 311	XFL311	20
	Sub-total	140

E.49.4 Level 4

Module name	Module Code	Credits
Practical Learning 401	FPL401	30
Afrikaans Home Language Literacy Teaching 411	ALT411	30
or		
English Home Language Literacy Teaching 411	ELT411	30
or		
IsiXhosa Home Language Literacy Teaching 411	XLT411	30
Foundation Phase Mathematics 411	FPM411	30
Introduction to Educational Research 401	FER401	30
	Sub-total	120
	FINAL TOTAL	505

E.50 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.51 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.51.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 85 credits and on passing Practical Learning 101.

E.51.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 215 credits and passing Practical Learning 201.

E.51.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 355 credits and on passing Practical Learning 301 and all Level 1 modules.

E.51.4 Level 4

A student shall complete the degree once 505 credits are obtained and all the requirements for the degree are met.

E.52 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

BACHELOR OF EDUCATION IN LANGUAGES AND LIFE ORIENTATION **(4091)**

(not offered to new students from 2020)

E.53 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Languages and Life Orientation Degree - BEd (Languages and Life Orientation)**:

E.53.1 Minimum admission requirements for applicants who matriculated from 2008

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 27 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:
- Level 4 (50-59%) in English (Home or First Additional Language), and
 - Level 3 (40-49%) in another Language (Home or First Additional Language), and
 - Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.
- (c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the two learning-area specialisation combination: **Languages and Life Orientation**

English and Life Orientation

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 3(40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

Afrikaans and Life Orientation

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional Language), and
- Level 3(40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

Xhosa and Life Orientation

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 3(40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

E.53.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

E.53.3 Alternative Admission

Alternative admission requirements for applicants according to Recognition of Prior Learning (RPL)

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission to the Foundation Phase programme after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular programme shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.54 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.55 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over five years full- time.

E.56 CURRICULUM

E.56.1 Level 1

Module Name	Module Code	Credits
Group 1 - Compulsory (select both modules)		
Literacy and Numeracy 111	EDC111	15
Language Study 151	LAN151	15
	Sub-total	30
Group 2 - Languages (select both modules)		
Style and Structure in Language 111	ELD111	15
Language and Society 121	ELD121	15
	Sub-total	30
	Total	60

E.56.2 Level 2

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Education Practice 101	EDC101	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
	Sub-total	45
Group 2 - Life Orientation (select all modules)		
Introduction to Psychology in Education 141	ESP141	15
Introduction to Inclusive Education 142	ESP142	15
Social Psychology for Educators 131	EDC131	10
	Sub-total	40
	Total	85

E.56.3 Level 3

Module Name	Module Code	Credits
Group 1 - Compulsory		
Education Practice 201	EDC201	15
	Sub-total	15
Group 2 - Languages (select both modules)		
Language Acquisition and Language Teaching 211	ELD211	10
Evaluating Text 212	ELD212	10
Group 3 (select one sub-group)		
Group 3.1		
English 111	ENG111	15
English 121	ENG121	15

Group 3.2

Xhosa 111	XHO111	15
Xhosa 121	XHO121	15

Group 3.3

Afrikaans / Nederlands Studies 111 (N)	AFN111	15
Afrikaans / Nederlands Studies 121 (N)	AFN121	15
	Sub-total	50

Group 4 - Life Orientation (select all modules)

Community Psychology in Education 241	ESP241	15
Psychological Intervention in Education 242	ESP242	15
HIV Counselling 200	HIV200	12
Health Promoting Schools 212	HPS212	10
	Sub-total	52
	Total	117

E.56.4 Level 4**Module Name****Module Code Credits****Group 1 - Compulsory (select all modules)**

Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60

Group 2 - Languages (select one sub-group)**Group 2.1**

Method of English 301	TME301	15
Method of English 302	TME302	15

Group 2.2

Method of Afrikaans 301	TMA301	15
Method of Afrikaans 302	TMA302	15

Group 2.3

Method of Xhosa 301	TMX301	15
Method of Xhosa 302	TMX302	15
	Sub-total	30

Group 3 - Life Orientation (select both modules)

Method of Life Orientation 301	TML301	15
Method of Life Orientation 302	TML302	15
	Sub-total	30
	Total	120

E.56.5 Level 5**Module Name****Module Code Credits****Group 1 - Compulsory (select all modules)**

Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90

Group 2 - Languages (select one module)

Method of English 401	TME401	15
Method of Afrikaans 401	TMA401	15
Method of Xhosa 401	TMX401	15
	Sub-total	15

Group 3 - Life Orientation

Method of Life Orientation 401	TML401	15
	Sub-total	15
	Total	120

FINAL TOTAL 502

E.57 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.58 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.58.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at 60 credits.

E.58.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 110 credits and passing Education Practice 101.

E.58.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 215 credits and on passing Education Practice 201.

E.58.4 Level 4

A student shall be promoted to Level 5 of study on obtaining at least 335 credits and on passing Education Practice 301 and all Level 1 and 2 modules.

E.58.5 Level 5

A student shall complete the degree once 502 credits are obtained and all the requirements for the degree are met.

E.59 ADVANCE REGISTRATION**E.59.1 Level 1**

Advance registration is not permitted at Level 1.

E.59.2 Level 2

E.59.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.59.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.59.3 Level 3

E.59.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.59.3.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes

E.59.4 Level 4

E.59.4.1 A student may only register for modules in advance at Level 5 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.59.4.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.60 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.61 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.61.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.61.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.61.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.61.4 Learning Area Specialisations

E.61.4.1 To qualify for admission to all learning areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.61.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN MATHEMATICS AND NATURAL SCIENCES (4092)

(not offered to new students from 2020)

E.62 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Mathematics and Natural Sciences Degree - BEd (Mathematics and Natural Sciences)**:

E.62.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 27 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the two learning-area specialisation combination: **Mathematics and Natural Sciences**

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy, and
- Level 4 (50-59%) in Life Sciences, or
- Level 4 (50-59%) in Physical Sciences

E.62.2 Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

E.62.3 Alternative Admission

Alternative admission requirements in terms of Recognition of Prior Learning (RPL)

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission to the Foundation Phase programme after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.63 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.64 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over five years full-time.

E.65 CURRICULUM

E.65.1 Level 1

Module Name	Module Code	Credits
Group 1 - Compulsory (select both modules)		
Literacy and Numeracy 111	EDC111	15
Language Study 151	LAN151	15
	Sub-total	30
Group 2 - Mathematics (select both modules)		
Mathematics (BEd) 111	MAE111	15
Mathematics (BEd) 121	MAE121	15
	Sub-total	30
	Total	60

E.65.2 Level 2

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Education Practice 101	EDC101	15
Life Skills 121	EDC121	15
Second Additional Language 122	EDC122	15
	Sub-total	45
Group 2 - Natural Sciences (select both modules)		
Life Sciences 141	LSC141	15
Life Sciences 142	LSC142	15
	Sub-total	30
	Total	75

E.65.3 Level 3

Module Name	Module Code	Credits
Group 1 - Compulsory (select one module)		
Education Practice 201	EDC201	15
	Sub-total	15
Group 2 - Mathematics (select both modules)		
Mathematics (BEd) 211	MAE211	15
Mathematics (BEd) 221	MAE221	15
	Sub-total	30
Group 3 - Natural Sciences (select all modules)		
Biodiversity and Conservation Biology 231	BDC231	20
Biodiversity and Conservation Biology 231	BDC232	20
Physics 116	PHY116	15
Chemistry 114	CHE114	15
	Sub-total	70
	Total	115

E.65.4 Level 4

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Education Practice 301	EDC301	30
Education 313	EDC313	15
Education 323	EDC323	15
	Sub-total	60
Group 2 - Mathematics (select all modules)		
Mathematics (BEd) 311	MAE311	15
Mathematics (BEd) 321	MAE321	15
Method of Mathematics 301	TMM301	15
Method of Mathematics 302	TMM302	15
	Sub-total	60

Group 3 - Natural Science (select both modules)

Method of General Science 301	GSM301	15
Method of General Science 302	GSM302	15
	Sub-total	30
	Total	150

E.65.5 Level 5

Module Name	Module Code	Credits
Group 1 - Compulsory (select all modules)		
Education Practice 401	EDC401	60
Education 413	EDC413	15
Education 423	EDC423	15
	Sub-total	90
Group 2 - Mathematics		
Method of Mathematics 401	TMM401	15
	Sub-total	15
Group 3 - Natural Science		
Method of General Science 401	GSM401	15
	Sub-total	15
	Total	120
	FINAL TOTAL	520

E.66 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.66.1 Level 1

A student shall be promoted to Level 2 of study obtaining 60 credits.

E.66.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 105 credits and on passing Education Practice 101.

E.66.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 210 credits and on passing Education Practice 201.

E.66.4 Level 4

A student shall be promoted to Level 5 of study on obtaining at least 360 credits and on passing Education Practice 301 and all Level 1 and 2 modules.

E.66.5 Level 5

A student shall complete the degree once 520 credits are obtained and all the requirements for the degree are met.

E.67 ADVANCE REGISTRATION

E.67.1 Level 1

Advance registration is not permitted at Level 1.

E.67.2 Level 2

E.67.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.67.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.67.3 Level 3

E.67.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.67.3.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.67.4 Level 4

E.67.4.1 A student may only register for modules in advance at Level 5 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.67.4.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.68 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.69 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.69.1 A student shall be trained to teach primarily at the Senior Phase of the GET band.

E.69.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.69.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.69.4 Learning Area Specialisations

E.69.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.69.4.2 A student shall select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING [ACCOUNTING (FET), ECONOMIC AND MANAGEMENT SCIENCES (SP), AND MATHEMATICS (SP)] (4401)

E.70 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Senior Phase and Further Education and Training Teaching [Accounting (FET), Economic and Management Sciences (SP), and Mathematics (SP)] Degree:**

E.70.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Accounting (FET), Economic and Management Sciences (SP), and Mathematics (SP)**

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70%-79%) in Mathematical Literacy and
- Level 4 (50-59%) in Accounting, or
- Level 4 (50-59%) in Business Studies, or
- Level 4 (50-59%) in Economics

E.70.2 Minimum admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.70.3 Admission requirements for applicants who obtained a National Certificate (Vocational) (NCV):

- (a) Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelor's degree include the achievement of:

- Three (3) fundamental subjects between 60 - 69% (including English, which is the medium of instruction at the University of the Western Cape)
- Three (3) vocational subjects from the designated list between 70 - 79%.

- (b) The institutional requirements are:

- i) An applicant who holds an NCV may be invited to write a test, provided that they have met the following compulsory institutional requirements as well as the Faculty and degree-specific requirements.
- ii) An applicant must have:
 - Taken English as either Language of Learning and Teaching or as the First Additional language.
 - Taken Mathematics as a Fundamental Component.
 - Achieved 70 - 79% for all seven subjects - in fundamental and vocational categories.

E.71 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.72 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.73 CURRICULUM

E.73.1 Level 1

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Academic Literacy 111	ADL111	10
Education Practice 101	EDC101	15
Education 111	EDU111	15
Education 121	EDU121	10
Second Additional Language for Afrikaans Teachers 123	SAL123	10
or		
Second Additional Language for IsiXhosa Teachers 124	SAL124	10
	Sub-total	60
Electives (select all modules)		
Introduction to the Economy and Business 131	IEB131	15
Quantitative Skills for Commerce 131	QSC131	15
Financial Accounting 141	FIA141	15
Financial Accounting 142	FIA142	10
Mathematics (BEd) 111	MAE111	15
Mathematics (BEd) 121	MAE121	15
	Sub-total	85
	Total	145

E.73.2 Level 2

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 202	EDC202	30
Education 221	EDC221	20
	Sub-total	50
Electives (select modules to the value of 70 credits)		
Financial Accounting 241	FIA241	20
*Financial Accounting 242 or	FIA242	20
*Management Accounting 241 and	MAC241	10
*Taxation 242	TAX242	10
Mathematics (BEd) 211	MAE211	15
Mathematics (BEd) 221	MAE221	15
	Sub-total	70
	Total	120

E.73.3 Level 3

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 302	EDC302	40
Education 311	EDC311	20
Education 321	EDC321	20
	Sub-total	80

Electives (select all modules)

Method of Accounting and EMS 301	AEM301	30
Mathematics 311	MAE311	20
Method of Mathematics 303	TMM303	30
	Sub-total	80
	Total	160

E.73.4 Level 4**Module Name****Module Code****Credits****Compulsory Modules**

Education Practice 402	EDC402	40
Education 411	EDC411	30
Education 421	EDC421	20
	Sub-total	90

Electives (select all modules)

Method of Accounting and EMS 401	AEM401	20
Method of Mathematics 402	TMM402	20
	Sub-total	40
	Total	130

FINAL TOTAL 555**Note:**

* Students choose to do either Financial Accounting 242 (FIA242) OR both Management Accounting 241 (MAC241) and Taxation 242 (TAX242).

E.74 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.75 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.75.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 120 credits and on passing Education Practice 101 (EDC101).

E.75.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 210 credits and on passing Education Practice 202 (EDC202).

E.75.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 350 credits and on passing Education Practice 302 (EDC302), and on passing all Level 1 modules

E.75.4 Level 4

A student shall complete the Level 4 of study only when all the required modules have been passed and 555 credit points have been obtained.

E.76 ADVANCE REGISTRATION

E.76.1 Level 1

E.76.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.76.1.2 A repeating student, who has not promoted, may be allowed to register for a maximum of 90 credits at Level 1 provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.76.2 Level 2

E.76.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.76.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.76.3 Level 3

E.76.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits to make up at the current or lower level.

E.76.3.2 A repeating student who have not been promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.77 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.78 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.78.1 A student shall be trained to teach at the Senior Phase of the GET band and FET Phase of the FET band.

E.78.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.78.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.78.4 Learning Area Specialisations

E.78.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.78.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING [LANGUAGES (SP & FET) AND LIFE ORIENTATION (SP)] (4402)

E.79 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Senior Phase and Further Education and Training Teaching [Languages (SP & FET) and Life Orientation (SP)] Degree**:

E.79.1 Minimum admission requirements for applicants who matriculated from 2008

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:
- Level 4 (50-59%) in English (Home or First Additional Language), and
 - Level 3 (40-49%) in another Language (Home or First Additional Language), and
 - Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.
- (c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Languages (SP & FET) and Life Orientation (SP)**

English and Life Orientation

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

OR

Afrikaans and Life Orientation

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

OR

Xhosa and Life Orientation

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Life Orientation, and
- Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

E.79.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.79.3 Admission requirements for applicants who obtained a National Certificate (Vocational) (NCV):

- (a) Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelor's degree include the achievement of:

- Three (3) fundamental subjects between 60 - 69% (including English, which is the medium of instruction at the University of the Western Cape)
- Three (3) vocational subjects from the designated list between 70 - 79%.

- (b) The institutional requirements are:

- i) An applicant who holds an NCV may be invited to write a test, provided that they have met the following compulsory institutional requirements, as well as the Faculty and degree-specific requirements.

ii) An applicant must have:

- Taken English as either Language of Learning and Teaching or as the First Additional language.
- Taken Mathematics as a Fundamental Component.
- Achieved 70 - 79% for all seven subjects - in fundamental and vocational categories.

E.80 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.81 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.82 CURRICULUM

E.82.1 Level 1

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Academic Literacy 111	ADL111	10
Education Practice 101	EDC101	15
Education 111	EDU111	15
Education 121	EDU121	10
Second Additional Language for Afrikaans Teachers 123	SAL123	10
or		
Second Additional Language for IsiXhosa Teachers 124	SAL124	10
	Sub-total	60
Electives (select all modules)		
Social Psychology for Education 131	EDC131	10
Introduction to Physical Education for Life Orientation 143	EDC143	10
Educational Linguistics 111	ELD111	15
Educational Linguistics 121	ELD121	15
Introduction to Psychology in Education 143	ESP143	10
	Sub-total	60
	Total	120

E.82.2 Level 2

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 202	EDC202	30
Education 221	EDC221	20
	Sub-total	50
Electives (select all modules)		
Educational Linguistics 211	ELD211	10
Community Psychology in Education 251	ESP251	10

Psychological Interventions in Education 252	ESP252	10
Health Promoting Schools 212	HPS212	10
HIV Counselling 201	HIV201	10

and

Educational Linguistics (select one of the following):

Educational Linguistics 221 for Afrikaans Teachers	ELA221	10
Educational Linguistics 221 for English Teachers	ELE221	10
Educational Linguistics 221 for Xhosa Teachers	ELX221	10

Select one sub-group

Group 1

*Afrikaans 111	AFN111	15
*Afrikaans 121	AFN121	15

Group 2

*English 111	ENG111	15
*English 121	ENG121	15

Group 3

*Xhosa 111	XHO111	15
*Xhosa 121	XHO121	15

Sub-total		90
Total		140

E.82.3 Level 3

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 302	EDC302	40
Education 311	EDC311	20
Education 321	EDC321	20
	Sub-total	80

Electives

Method of Life Orientation 303	TML303	30
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and

(Select one of the following):

**Method of Afrikaans 303	TMA303	30
**Method of English 303	TME303	30
**Method of isiXhosa 303	TMX303	30
	Sub-total	60
	Total	140

E.82.4 Level 4

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 402	EDC402	40
Education 411	EDC411	30
Education 421	EDC421	20
	Sub-total	90

Electives

Method of Life Orientation 402	TML402	20
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and**(Select one of the following):**

**Method of Afrikaans 402	TMA402	20
**Method of English 402	TME402	20
**Method of isiXhosa 402	TMX402	20
	Sub-total	40
	Total	130
	FINAL TOTAL	530

Note:

- * Depending on the language of specialisation, students will choose either English 111 (ENG111) and English 121 (ENG121) or Afrikaans 111 (AFN111) and Afrikaans 121 (AFN121) or Xhosa 111 (XHO111) and Xhosa 121 (XHO121).
- ** Depending on the language of specialisation, students will choose to do either Method of English 303 (TME303) and Method of English 402 (TME402) or Method of Afrikaans 303 (TMA303) and Method of Afrikaans 402 (TMA402) or Method of isiXhosa 303 (TMX303) and Method of isiXhosa 402 (TMX402).

E.83 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.84 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.84.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101 (EDC101).

E.84.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 230 credits and on passing Education Practice 202 (EDC202).

E.84.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 350 credits and on passing Education Practice 302 (EDC302), and on passing all Level 1 modules.

E.84.4 Level 4

A student shall complete the degree once 530 credits are obtained and all the requirements for the degree are met.

E.85 ADVANCE REGISTRATION

E.85.1 Level 1

E.85.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.85.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.85.2 Level 2

E.85.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.85.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.85.3 Level 3

E.85.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits to make up at the current or lower level.

E.85.3.2 A repeating student who have not been promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.86 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.87 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.87.1 A student shall be trained to teach primarily at the Senior Phase of the GET band and Further Education and Training Phase.

E.87.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.87.3 The two electives selected shall be taken in all four years which will qualify a student to teach in those two learning areas.

E.87.4 Learning Area Specialisations

E.87.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.87.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING [LANGUAGES (SP & FET) AND MATHEMATICS (SP)] (4403)

E.88 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for **Bachelor of Education in Senior Phase and Further Education and Training Teaching [Languages (SP & FET) and Mathematics (SP)] Degree**:

E.88.1 Minimum admission requirements for applicants who matriculated from 2008

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:
- Level 4 (50-59%) in English (Home or First Additional Language), and
 - Level 3 (40-49%) in another Language (Home or First Additional Language), and
 - Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.
- (c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Languages (SP & FET) and Mathematics (SP)**

English and Mathematics

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy

OR

Afrikaans and Mathematics

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy

OR

isiXhosa and Mathematics

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy

E.88.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.88.3 Admission requirements for applicants who obtained a National Certificate (Vocational) (NCV):

- (a) Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelor's degree include the achievement of:

- Three (3) fundamental subjects between 60 - 69% (including English, which is the medium of instruction at the University of the Western Cape)
- Three (3) vocational subjects from the designated list between 70 - 79%.

- (b) The institutional requirements are:

- i) An applicant who holds an NCV may be invited to write a test, provided that they have met the following compulsory institutional requirements, as well as the Faculty and degree-specific requirements.

ii) An applicant must have:

- Taken English as either Language of Learning and Teaching or as the First Additional language.
- Taken Mathematics as a Fundamental Component.
- Achieved 70 - 79% for all seven subjects - in fundamental and vocational categories.

E.89 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.90 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.91 CURRICULUM

E.91.1 Level 1

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Academic Literacy 111	ADL111	10
Education Practice 101	EDC101	15
Education 111	EDU111	15
Education 121	EDU121	10
Second Additional Language for Afrikaans Teachers 123	SAL123	10
or		
Second Additional Language for IsiXhosa Teachers 124	SAL124	10
	Sub-total	60
Electives (select all modules)		
Educational Linguistics 111	ELD111	15
Educational Linguistics 121	ELD121	15
Mathematics (BEd) 111	MAE111	15
Mathematics (BEd) 121	MAE121	15
	Sub-total	60
	Total	120

E.91.2 Level 2

Module Name	Module Code	Credits
Compulsory Modules (select both modules)		
Education Practice 202	EDC202	30
Education 221	EDC221	20
	Sub-total	50

Electives (select all modules)

Educational Linguistics 211	ELD211	10
Mathematics (BEd) 211	MAE211	15
Mathematics (BEd) 221	MAE221	15

and**Educational Linguistics (select one of the following):**

Educational Linguistics 221 for Afrikaans Teachers	ELA221	10
Educational Linguistics 221 for English Teachers	ELE221	10
Educational Linguistics 221 for Xhosa Teachers	ELX221	10

Select one sub-group**Group 1**

*Afrikaans 111	AFN111	15
*Afrikaans 121	AFN121	15

Group 2

*English 111	ENG111	15
*English 121	ENG121	15

Group 3

*Xhosa 111	XHO111	15
*Xhosa 121	XHO121	15

Sub-total		80
Total		130

E.91.3 Level 3**Module Name****Module Code****Credits****Compulsory Modules (select all modules)**

Education Practice 302	EDC302	40
Education 311	EDC311	20
Education 321	EDC321	20
	Sub-total	80

Electives

Mathematics 311	MAE311	20
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and

Method of Mathematics 303	TMM303	30
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and**(Select one of the following):**

**Method of Afrikaans 303	TMA303	30
**Method of English 303	TME303	30
**Method of isiXhosa 303	TMX303	30

Sub-total		160
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E.91.4 Level 4**Module Name****Module Code****Credits****Compulsory Modules (select all modules)**

Education Practice 402	EDC402	40
Education 411	EDC411	30
Education 421	EDC421	20
	Sub-total	90

Electives		
Method of Mathematics 402	TMM402	20
and		
Select one of the following:		
**Method of Afrikaans 402	TMA402	20
**Method of English 402	TME402	20
**Method of isiXhosa 402	TMX402	20
	Sub-total	40
	Total	130
	FINAL TOTAL	540

Note:

- * Depending on the language of specialisation, students will choose either English 111 (ENG111) and English 121 (ENG121) or Afrikaans 111 (AFN111) and Afrikaans 121 (AFN121) or Xhosa 111 (XHO111) and Xhosa 121 (XHO121).
- ** Depending on the language of specialisation, students will choose to do either Method of English 303 (TME303) and Method of English 402 (TME402) or Method of Afrikaans 303 (TMA303) and Method of Afrikaans 402 (TMA402) or Method of isiXhosa 303 (TMX303) and Method of isiXhosa 402 (TMX402).

E.92 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.93 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.93.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101 (EDC101).

E.93.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 230 credits and on passing Education Practice 202 (EDC202).

E.93.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 360 credits and on passing Education Practice 302 (EDC302), and on passing all Level 1 modules

E.93.4 Level 4

A student shall complete the degree once 540 credits are obtained and all the requirements for the degree are met.

E.94 ADVANCE REGISTRATION

E.94.1 Level 1

E.94.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.94.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.94.2 Level 2

E.94.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.94.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.94.3 Level 3

E.94.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits to make up at the current or lower level.

E.94.3.2 A repeating student who have not been promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.95 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.96 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.96.1 A student shall be trained to teach at the Senior Phase of the GET band and FET Phase of the FET band.

E.96.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.96.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.96.4 Learning Area Specialisations

E.96.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.96.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING [LANGUAGES (SP & FET) AND SOCIAL SCIENCES (SP)] (4404)

E.97 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Senior Phase and Further Education and Training Teaching [Languages (SP & FET) and Social Sciences (SP)] Degree**:

E.97.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Languages (SP & FET) and Social Sciences (SP)**

English and Social Sciences

- Level 4 (50-59%) in English (Home Language), or Level 5 (60-69%) in English (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, or
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

OR

Afrikaans and Social Sciences

- Level 4 (50-59%) in Afrikaans (Home Language), or Level 5 (60-69%) in Afrikaans (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, or
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

OR

Xhosa and Social Sciences

- Level 4 (50-59%) in Xhosa (Home Language), or Level 5 (60-69%) in Xhosa (First Additional Language), and
- Level 4 (50-59%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in History, or
- Level 4 (50-59%) in Geography, and
- Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

E.97.2 Minimum admission requirements for applicants who matriculated before 2008

- (a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50%-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects

E.97.3 Admission requirements for applicants who obtained a National Certificate (Vocational) (NCV):

- (a) Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelor's degree include the achievement of:

- Three (3) fundamental subjects between 60 - 69% (including English, which is the medium of instruction at the University of the Western Cape)
- Three (3) vocational subjects from the designated list between 70 - 79%.

- (b) The institutional requirements are:

- i) An applicant who holds an NCV may be invited to write a test, provided that they have met the following compulsory institutional requirements, as well as the Faculty and degree-specific requirements.

ii) An applicant must have:

- Taken English as either Language of Learning and Teaching or as the First Additional language.
- Taken Mathematics as a Fundamental Component.
- Achieved 70 - 79% for all seven subjects - in fundamental and vocational categories.

E.98 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.99 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time study.

E.100 CURRICULUM

E.100.1 Level 1

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Academic Literacy 111	ADL111	10
Education Practice 101	EDC101	15
Education 111	EDU111	15
Education 121	EDU121	10
Second Additional Language for Afrikaans Teachers 123	SAL123	10
or		
Second Additional Language for IsiXhosa Teachers 124	SAL124	10
	Sub-total	60
Electives (select both modules)		
Educational Linguistics 111	ELD111	15
Educational Linguistics 121	ELD121	15
Select one sub-group		
Group 1		
*Geography 111	GES111	15
*Geography 121	GES121	15
Group 2		
*Humanities 111	HUM111	15
*Humanities 121	HUM121	15
	Sub-total	60
	Total	120

E.100.2 Level 2

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 202	EDC202	30
Education 221	EDC221	20
	Sub-total	50

Electives		
Educational Linguistics 211	ELD211	10
and		
(Select one of the following):		
Educational Linguistics 221 for Afrikaans Teachers	ELA221	10
Educational Linguistics 221 for English Teachers	ELE221	10
Educational Linguistics 221 for Xhosa Teachers	ELX221	10
Select one sub-group		
Group 1		
English 111	ENG111	15
English 121	ENG121	15
Group 2		
Xhosa 111	XHO111	15
Xhosa 121	XHO121	15
Group 3		
Afrikaans 111	AFN111	15
Afrikaans 121	AFN121	15
Select one sub-group (select sub-group not completed in Level 1)		
Group 1		
*Geography 111	GES111	15
*Geography 121	GES121	15
Group 2		
*Humanities 111	HUM111	15
*Humanities 121	HUM121	15
Select one sub-group (which has not been completed at Level 1)		
Group 1		
**Geography 225	GES225	20
Group 2		
**History 231	HIS231	20
	Sub-total	100
	Total	150

E.100.3 Level 3

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 302	EDC302	40
Education 311	EDC311	20
Education 321	EDC321	20
	Sub-total	80
Electives		
Method of Social Sciences 301	SSM301	30
and		
(Select one of the following):		
***Method of Afrikaans 303	TMA303	30
***Method of English 303	TME303	30
***Method of isiXhosa 303	TMX303	30
	Sub-total	60
	Total	140

E.100.4 Level 4

Module Name	Module Code	Credits
Compulsory Modules		
Education Practice 402	EDC402	40
Education 411	EDC411	30
Education 421	EDC421	20
	Sub-total	90
Electives		
Method of Social Sciences 402	SSM402	20
and		
(Select one of the following):		
***Method of Afrikaans 402	TMA402	20
***Method of English 402	TME402	20
***Method of isiXhosa 402	TMX402	20
	Sub-total	40
	Total	130
	FINAL TOTAL	540

PLEASE TAKE NOTE:

- * Depending on the language of specialisation, students will choose either English 111 (ENG11) and English 121 (ENG121) or Afrikaans 111 (AFN111) and Afrikaans 121 (AFN121) or Xhosa 111 (XHO111) and Xhosa 121 (XHO121).
- ** A student who selects Geography 111 (GES111) and Geography 121 (GES121) in their first year of study must select Geography Level 2 module (20 credits) with Humanities 111 (HUM111) and Humanities 121 (HUM121) in their second year of study.

OR

- ** A student who selects Humanities 111 (HUM11) and Humanities 121 (HUM121) in their first year of study must select History Level 2 module (20 credits) with Geography 111 (GES111) and Geography 121 (GES121) in their second year of study.
- *** Depending on the language of specialisation, a student shall choose either Method of English 303 (TME303) and Method of English 402 (TME402) or Method of Afrikaans 303 (TMA303) and Method of Afrikaans 402 (TMA402) or Method of isiXhosa 303 (TMX303) and Method of isiXhosa 402 (TMX402).

E.101 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.102 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

E.102.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101 (EDC101).

E.102.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 230 credits and on passing Education Practice 202 (EDC202).

E.102.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 350 credits and on passing Education Practice 302 (EDC302), and on passing all Level 1 modules.

E.102.4 Level 4

A student shall complete the degree once 540 credits are obtained and all the requirements for the degree are met.

E.103 ADVANCE REGISTRATION

E.103.1 Level 1

E.103.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.103.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.103.2 Level 2

E.103.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.103.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.103.3 Level 3

E.103.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits to make up at the current or lower level.

E.103.3.2 A repeating student who have not been promoted, may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes

E.104 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.105 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.105.1 A student shall be trained to teach at the Senior Phase of the GET band and FET Phase of the FET band.

E.105.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.105.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.105.4 Learning Area Specialisations

E.105.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.105.4.2 A student shall select any two electives listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING [MATHEMATICS (SP), MATHEMATICAL LITERACY (FET), AND NATURAL SCIENCE (SP)] (4405)

E.106 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education in Senior Phase and Further Education and Training Teaching**, [Mathematics (SP), Mathematical Literacy (FET), and Natural Science (SP)] Degree:

E.106.1 Minimum admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (Home or First additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

(c) In addition to the above, applicants are required to meet the minimum specific subject requirements for the learning-area specialisation combination: **Mathematics (SP), Mathematical Literacy (FET) and Natural Science (SP)**

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 4 (50-59%) in Mathematics, or Level 6 (70-79%) in Mathematical Literacy, and
- Level 4 (50-59%) in Life Sciences, or
- Level 4 (50-59%) in Physical Sciences

E.106.2 Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or Conditional Exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to all learning areas, applicants should obtain at least a Level 4 (50% - 59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the applicant must have obtained in the Senior Certificate Examination:

- i) at least 40% in one of the official languages in the Higher Grade;
- ii) at least 33% in the remaining official language on the Lower Grade;
- iii) at least 40% in two additional subjects.

E.106.3 Admission requirements for applicants who obtained a National Certificate (Vocational) (NCV):

- (a) Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training. The minimum legislative requirements for admission to a Bachelor's degree include the achievement of:
- Three (3) fundamental subjects between 60 - 69% (including English, which is the medium of instruction at the University of the Western Cape)
 - Three (3) vocational subjects from the designated list between 70 - 79%.
- (b) The institutional requirements are:
- (i) An applicant who holds an NCV may be invited to write a test, provided that they have met the following compulsory institutional requirements, as well as the Faculty and degree-specific requirements.
 - (ii) An applicant must have:
 - Taken English as either Language of Learning and Teaching or as the First Additional Language.
 - Taken Mathematics as a Fundamental Component.
 - Achieved 70 - 79% for all seven subjects - in fundamental and vocational categories.

E.107 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.108 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

E.109 CURRICULUM

E.109.1 Level 1

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Academic Literacy 111	ADL111	10
Education Practice 101	EDC101	15
Education 111	EDU111	15
Education 121	EDU121	10
Second Additional Language for Afrikaans Teachers 123 or Second Additional Language for IsiXhosa Teachers 124	SAL123	10
	SAL124	10
	Sub-total	60
Electives (select all modules)		
Life Sciences 141	LSC141	15
Life Sciences 142	LSC142	15
Mathematics (BEd) 111	MAE111	15
Mathematics (BEd) 121	MAE121	15
	Sub-total	60
	Total	120

E.109.2 Level 2

Module Name	Module Code	Credits
Compulsory Modules (select both modules)		
Education Practice 202	EDC202	30
Education 221	EDC221	20
	Sub-total	50
Electives (select all modules)		
Biodiversity and Conservation 231	BDC231	20
Biodiversity and Conservation 232	BDC232	20
Chemistry 114	CHE114	15
Mathematics (BEd) 211	MAE211	15
Mathematics (BEd) 221	MAE221	15
Physics 116	PHY116	15
	Sub-total	100
	Total	150

E.109.3 Level 3

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Education Practice 302	EDC302	40
Education 311	EDC311	20
Education 321	EDC321	20
	Sub-total	80

Electives (select all modules)

Mathematics 311	MAE311	20
Method of Natural Sciences 301	NSM301	30
Method of Mathematics 303	TMM303	30
	Sub-total	80
	Total	160

E.109.4 Level 4

Module Name	Module Code	Credits
Compulsory Modules (select all modules)		
Education Practice 402	EDC402	40
Education 411	EDC411	30
Education 421	EDC421	20
	Sub-total	90

Electives (select both modules)

Method of Natural Sciences 401	NSM401	20
Method of Mathematics 402	TMM402	20
	Sub-total	40
	Total	130

FINAL TOTAL 560**E.110 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.111 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for the in the Faculty rules:

E.111.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 90 credits and on passing Education Practice 101 (EDC101).

E.111.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 230 credits and on passing Education Practice 202 (EDC202).

E.111.3 Level 3

A student shall be promoted to Level 4 of study on obtaining at least 370 credits and on passing Education Practice 302 (EDC302), and on passing all Level 1 modules

E.111.4 Level 4

A student shall complete the degree once 560 credits are obtained and all the requirements for the degree are met.

E.112 ADVANCE REGISTRATION

E.112.1 Level 1

E.112.1.1 A student may only register for modules in advance at Level 2 of study if they do not have more than 45 credits outstanding at the current level.

E.112.1.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 1, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.112.2 Level 2

E.112.2.1 A student may only register for modules in advance at Level 3 of study if they do not have more than 45 credits outstanding at the current or lower level.

E.112.2.2 A repeating student who has not promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.112.3 Level 3

E.112.3.1 A student may only register for modules in advance at Level 4 of study if they do not have more than 45 credits to make up at the current or lower level.

E.112.3.2 A repeating student who have not been promoted may be allowed to register for a maximum of 90 credits at Level 2, provided that pre-requisites and co-requisites are met and there are no timetable clashes.

E.113 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.114 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.114.1 A student shall be trained to teach at the Senior Phase of the GET band and FET Phase of the FET band.

E.114.2 The Faculty reserves the right not to offer particular learning area specialisations in a particular year.

E.114.3 The two electives selected shall be taken in all four years of study which will qualify a student to teach in those two learning areas.

E.114.4 Learning Area Specialisations

E.114.4.1 To qualify for admission to all learning areas, a student should obtain at least a Level 4 (50%-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.114.4.2 A student shall select any two electives from below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting
- Languages: A student shall follow a general language programme in Level 1 of study and then specialise in Afrikaans, English or isiXhosa in subsequent levels of study.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (A student who chooses Natural Sciences as an elective shall select Mathematics as the other elective)

RULES FOR POSTGRADUATE PROGRAMMES

POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING) (4654)

E.115 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Certificate in Education in Further Education and Training Teaching - PGCE (Further Education and Training Teaching)**:

- E.115.1** A student must be in possession of an appropriate three-year (360 credit level) university degree or national diploma structured for teaching purposes in one of the following ways:
- E.115.1.1** The degree should include subjects/courses in at least two appropriate fields of study which will require the student to offer teaching methods in school subjects and/or learning areas. A teaching method in an FET school subject should allow an appropriate academic field of study at NQF Level 6 at least; OR
 - E.115.1.2** The degree/diploma must include at least two approved subjects/courses at NQF Level 6; OR
 - E.115.1.3** The degree/diploma must include at least one approved subject/course at NQF Level 7 and one approved subject at NQF Level 6; OR
 - E.115.1.4** The degree/diploma must include at least one approved subject/course at NQF Level 7, and at least two other approved subjects/courses at NQF Level 6 in the Sciences. Only courses that give admission to the next year of study are recognized for this combination of courses, OR
- E.115.2** A student should have selected their subjects in such a way that they would be able to take courses in the method of teaching in two school subjects.
- E.115.3** The qualification requires specific depth and specialisation of knowledge that will equip successful students to teach two specialisations in the FET phase. This disciplinary basis for specialising in teaching the FET subjects must be included in the prior qualification. Specific requirements for subject specialisations are listed below:
- E115.3.1** To register for Method of English: The degree/diploma should at least include English at NQF Level 6 (minimum 30 credits), or Linguistics at NQF Level 7 provided that English NQF Level 6 is also included in the degree.
 - E.115.3.2** To register for Method of Mathematical Literacy: The degree/diploma should include a combination of any two of the following: Mathematics, Applied Mathematics, Statistics, Mathematical Statistics, and Financial Mathematics, provided one is at least at NQF Level 6 (minimum 30 credits) and the other at NQF Level 6 (minimum 24 credits).
 - E.115.3.3** To register for Method of Geography: The degree/diploma should at least include Geography at NQF Level 6 (minimum 30 credits).

- E.115.3.4** To register for Method of History: The degree/diploma should at least include History at Level 2 (minimum 30 credits).
- E.115.3.5** To register for Method of Life Orientation: The degree/diploma should at least include Psychology at NQF Level 7 and preferably Sociology or Human Movement Studies or Philosophy or Political Studies or Labour Studies or Industrial Studies at NQF Level 6 (minimum 30 credits).
- E.115.3.6** To register for Method of Life Sciences: The degree/diploma should include a combination of any two of the following: Biochemistry, Biological Sciences, Biology, Genetics, Microbiology, Molecular Biology, Physiology and Zoology, with one at least at Level 2 (minimum 30 credits) is required provided at Level 1 (minimum 24 credits) in Biology or Botany and Zoology are also included.
- E.115.3.7** To register for Method of Mathematics: The degree /diploma should at least include Mathematics at NQF Level 6 (minimum 30 credits) OR Mathematics at NQF Level 6 (minimum 24 credits) and at least Statistics at NQF Level 6 /Mathematical Statistics at Level 2/ Applied Mathematics at Level 2/ Financial Mathematics at NQF Level 6 (minimum 30 credits).
- E.115.3.8** To register for Method of Physical Sciences: The degree/diploma should include both Physics and Chemistry. One of these must be taken at NQF Level 6 and the other at least at NQF Level 6. For example, Physics NQF Level 6 (minimum 30 credits) and Chemistry NQF Level 6 (minimum 24 credits) or vice versa.
- E.115.3.9** To register for Method of Economics: The degree should at least include Economics at NQF Level 6 (minimum 30 credits).
- E.115.3.10** To register for Method of Business Studies: The degree/diploma should at least include Business Economics or Business Management at NQF Level 6 (minimum 30 credits).
- E.115.3.11** To register for Method of Afrikaans: The degree/diploma should at least include Afrikaans at NQF Level 6 (minimum 30 credits).
- E.115.3.12** To register for Method of African Language: The degree/diploma should at least include isiXhosa at NQF Level 6 (minimum 30 credits).
- E.115.3.13** To register for Method of Accounting: The degree/diploma should at least include Accounting at NQF Level 6 (minimum 30 credits).
- E.115.3.14** To register for Method of Computer Applications Technology (CAT): The degree/diploma should include Computer Science or Information Systems or Informatics at NQF Level 6 (minimum 30 credits).
- E.115.3.15** To register for Method of Information Technology (IT): The degree/diploma should include Computer Science at NQF Level 6 (minimum 30 credits).
- E.115.3.16** Where an undergraduate qualification does not fully meet the requirements to offer a specific teaching method, the student may be allowed concurrent registration of

the outstanding method subject for the following scarce subjects only: Life Sciences, Geography and Physical Sciences.

E.116 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.117 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time.

E.118 CURRICULUM

Module Name	Module Code	Credits
Compulsory		
Education Practice 403	HDE403	30
Psychology of Teaching and Learning 413	HDE413	15
Authority and Discipline Identities 414	HDE414	15
Learner Achievement Levels 415	HDE415	15
Electives		
Group 1 (select two modules)		
IsiXhosa Language of Conversational Competence	HDE430	5
Afrikaans Language of Conversational Competence	HDE431	5
Academic Literacy	HDE432	5
Group 2 (select two modules)		
Method of Geography 401	MGE401	25
Method of Business Studies 401	MTH401	25
Method of Life Sciences 402	MTH402	25
Method of Economics 403	MTH403	25
Method of History 405	MTH405	25
Method of Physical Sciences 406	MTH406	25
Method of Accounting 408	MTH408	25
Method of African Language 410	MTH410	25
Method of Afrikaans 411	MTH411	25
Method of English 412	MTH412	25
Method of Mathematics 416	MTH416	25
Method of Life Orientation 417	MTH417	25
Method of Mathematical Literacy 419	MTH419	25
Method of Computer Applications Technology (CAT) 420	MTH420	25
Method of Information Technology (IT) 421	MTH421	25
FINAL TOTAL		135

E.119 ASSESSMENT

E.119.1 Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.119.2 The following assessment rules shall also apply to this programme:

E.119.2.1 A supplementary examination may be written in a maximum of three of the compulsory subjects.

E.119.2.2 If a final mark of below 50% but not less than 45% is obtained in Teaching Practice an additional period of supervised practice teaching must be arranged in consultation with the Faculty.

E.120 ADVANCE REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.121 PROGRESSION RULES

Unless Senate decides otherwise, a student shall complete the programme in one year. A student who has passed at least 90 credits may proceed with their studies to complete the programme the following year.

E.122 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.123 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.123.1 80% attendance is compulsory for all practicals in the Faculty.

E.123.2 Courses in secondary school teaching method cannot be taken in a subject in which only practical or special courses (e.g. English 105) have been taken, i.e. a course which will not admit a student to Level 2 in the subject concerned. These courses are introductory or bridging type courses and do not have the rigour of a content course as stipulated that would lead to competent and confident teaching.

E.123.3 Prospective teachers seeking employment within a particular educational authority need to acquaint themselves with the teacher selection procedures, if any, required by such an authority.

E.123.4 German Special 305 and French 305 are recognised for method purposes as school subjects on Level 2.

E.123.5 In a case where an undergraduate qualification does not fully meet the requirements to offer a specific teaching method in the subjects of Life Sciences, Geography and Physical Sciences only, an institution may require of a student to concurrently study a module or course to strengthen their disciplinary knowledge while completing the PGCE- in order to ensure thorough teaching competence in that area. This is not applicable/cannot be applied to instances where the student does not fully meet the admission requirements for the PGCE.

E.123.6 A student should have selected their subjects in such a way that they would be able to take courses in the method of teaching in two school subjects.

- E.123.7** A student should consult with the Faculty of Education to determine in which subject method courses are offered.
- E.123.8** The Faculty reserves the right not to offer any of the optional subjects during a particular year. These are not compulsory, and can be done as extra-mural additional offerings.
- E.123.9** A student is strongly advised to make use of the facilities for sport and cultural activities in view of the demand for teachers with experience in these aspects of the school programme. Students will receive certificates of attendance.

POSTGRADUATE DIPLOMA IN EDUCATION (4652)

(not offered in 2025)

E.124 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Education – PGDip**:

A student must be in possession of a BEd. Honours degree or a qualification deemed by the Senate to be the equivalent.

E.125 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.126 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time or two years part-time study.

E.127 CURRICULUM

Students registered for this programme prior to 2013 should refer to the 2012 Faculty Calendar for rules and information.

The Postgraduate Diploma in Education is offered in the following areas of specialisation areas:

- Adult Education
- Educational Psychology
- Educational Studies
- Higher Education Studies in Teaching and Learning
- Language and Literacy
- Leadership and Management
- Mathematics
- Science Education

E.127.1 Adult Education

E.127.2 Educational Psychology

Module Name	Module Code	Credits
Compulsory		
Introduction to Research in Educational Psychology 715	EDU715	15
Counselling Theory 710	BED710	15
Counselling Practice 709	BED709	15
Development and Learning 712	BED712	15
Special Needs and Support Services 737	BED737	15
Psycho-Educational Assessment 749	BED749	15
Psychopathology 756	BED756	15
Life Skills and Health Education 739	BED739	15
	Total	120

E.127.3 Educational Studies

Module Name	Module Code	Credits
Compulsory		
South African Education 740	BED740	15
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Introduction to Educational Research 747	BED747	15
	Sub-total	60
Electives (select four modules)		
Comparative Education 705	BED705	15
Educational Management and Leadership 716	BED716	15
Computers in Education 707	BED707	15
Computers in Education 708	BED708	15
Enabling Educational Change and Innovation 748	BED748	15
	Sub-total	60
	Total	120

E.127.4 Language and Literacy

Module Name	Module Code	Credits
Compulsory		
South African Education 740	BED740	15
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Introduction to Research in Language and Literacy 711	EDU711	15
Sociolinguistics in Education 726	BED726	15
	Sub-total	75
Electives (select all modules)		
Adolescent Literature 752	BED752	15
Language in Education Policy 754	BED754	15
Information and Communications Technology (ICT) in Language Education 753	BED753	15
	Sub-total	45
	Total	120

E.127.5 Leadership and Management

Module Name	Module Code	Credits
Compulsory		
South African Education 740	BED740	15
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Introduction to Research in Educational Leadership and Management 712	EDU712	15
Educational Management and Leadership 716	BED716	15
	Sub-total	75
Electives (select all modules)		
Computers in Education 707	BED707	15
Enabling Educational Change and Innovation 748	BED748	15
Key Issues in Educational Leadership 755	BED755	15
	Sub-total	45
	Total	120

E.127.6 Mathematics

Module Name	Module Code	Credits
Compulsory		
Metatheory 700	BED700	15
Introduction to Research in Mathematics Educational 713	EDU713	15
Mathematics Education 718	BED718	15
Mathematics Education 719	BED719	15
South African Education 740	BED740	15
Mathematics Education 726	EDU726	15
Mathematics Education 716	EDU716	15
	Total	120

E.127.7 Science Education

Module Name	Module Code	Credits
Compulsory		
Science Education 724	BED724	15
Science Education 725	BED725	15
Science Education 731	BED731	15
Science Education 732	BED732	15
Introduction to Research in Science Education 714	EDU714	15
	Sub-total	75

Electives (select all modules)

Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Computers in Education 707	BED707	15
	Sub-total	45
	Total	120

FINAL TOTAL 120

E.128 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.129 PROGRESSION RULES

E.129.1 Full-time

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

E.129.2 Part-time

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with their studies. A student who has accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.130 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.131 SPECIAL REQUIREMENTS FOR THE PROGRAMME

- E.131.1** A student who has obtained a Postgraduate Diploma in Education from the University of the Western Cape may subsequently apply to register for a MEd or MPhil degree.
- E.131.2** The Faculty Board may require a student to register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION IN TEACHING AND LEARNING (4655)

(Not offered to Full-time students)

E.132 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Higher Education in Teaching and Learning - PGDip (Higher Education in Teaching and Learning)**

- a Bachelor's degree (or equivalent, as approved by the relevant university Senate) is required.
- at least two years teaching or related experience in higher education.

E.133 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.134 CURRICULUM

Module Name	Module Code	Credits
Compulsory		
Teaching and Learning in Higher Education 711	HES711	30
Assessment in Higher Education 712	HES712	30
Research for Enhancing Teaching and Learning 716	HES716	30
	Sub-total	90
Electives (select one module)		
ICTs: Teaching and Learning 713	HES713	30
Service Learning and Community Engagement 714	HES714	30
Citizenship, Social Inclusion (and Difference) 715	HES715	30
Academic Leadership and Management 717	HES717	30
Work and Learning 718	HES718	30
Postgraduate Supervision 719	HES719	30
	Sub-total	30
	FINAL TOTAL	120

E.135 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.136 PROGRESSION RULES

E.136.1 Full-time

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

E.136.2 Part-time

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with their studies. A student who has accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.137 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.138 SPECIAL REQUIREMENTS FOR THE PROGRAMME

- E.138.1** A student who has obtained a Postgraduate Diploma in Education from the University of the Western Cape may subsequently apply to register for a MEd or MPhil degree.
- E.138.2** The Faculty Board may require a student to register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

POSTGRADUATE DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (4656)

E.139 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Technical and Vocational Education and Training - PGDip (Technical and Vocational Education and Training)**:

- a University degree and an appropriate teaching qualification, or
- qualifications agreed to be equivalent to both a cognate qualification and in teaching, or
- a teaching qualification recognised by the University as equivalent to M+4; or
- an Advanced Certificate in Education at NQF Level 6 or its equivalent or.
- as may be determined through RPL processes.

E.140 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.141 CURRICULUM

Module Name	Module Code	Credits
Compulsory (select all)		
TVET, the Economy and Society 701	TVT701	15
Theorists and Theories in TVET and Post-Schooling 702	TVT702	15
Teaching and Learning in Post-School Contexts 703	TVT703	15
Traditions of Reflective Practice in TVET Settings 704	TVT704	15
	Sub-total	60
Electives (select four modules)		
Assessment and Recognition of Prior Learning (RPL) in Post-School Settings 705	TVT705	15
Mathematics Education in TVET 706	TVT706	15
Language Education in TVET 707	TVT707	15
Student Support and Counselling in TVET Contexts 708	TVT708	15
Curriculum Development in TVET Contexts 709	TVT709	15
Engineering Teaching in TVET Contexts 710	TVT710	15
	Sub-total	60
	FINAL TOTAL	120

E.142 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.143 PROGRESSION RULES

E.143.1 Part-time

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 45 credits per annum to proceed with their studies. A student who has accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.144 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A. 4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

BACHELOR OF EDUCATION HONOURS (Full-Time - 4115)/(Part-Time - 4116)

E.145 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Education Honours Degree – BEd Hons (as indicated in E.148)**:

- E.145.1** A university degree and an approved teaching diploma, or equivalent, and
- E.145.2** Two years teaching experience if an applicant wishes to enrol for the specialisation in Educational Leadership and Management, or
- E.145.3** A Higher Diploma in Education (non-graduate) awarded by the University of the Western Cape, or
- E.145.4** Teaching qualification(s) recognised by the University as equivalent to M+4.
- E.145.5** An Advanced Certificate in Education at NQF Level 6

E.146 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.147 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time or two years part-time study.

E.148 CURRICULUM

The Honours programme is offered in the following areas of specialisation:

- Educational Leadership
- Educational Studies
- Language and Literacy Studies
- Mathematics Education
- Science Education

E.148.1 Educational Leadership (offered part-time only)

Module Name	Module Code	Credits
Compulsory		
South African Education 740	BED740	15
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Introduction to Research in Educational Leadership and Management 712	EDU712	15
Research in Educational Leadership and Management 722	EDU722	15
Educational Management and Leadership 716	BED716	15

Key Issues in Educational Leadership 755	BED755	15
Enabling Educational Change and Innovation 748	BED748	15
	TOTAL	120

E.148.2 Educational Studies

Module Name	Module Code	Credits
Compulsory		
South African Education 740	BED740	15
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Introduction to Educational Research 747	BED747	15
Research Project B (Comparative Education) 742	BED742	15
	Sub-total	75

Electives (select three modules)

Educational Management and Leadership 716	BED716	15
Computers in Education 707	BED707	15
Computers in Education 708	BED708	15
Enabling Educational Change and Innovation 748	BED748	15
Key Issues in Leadership 755	BED755	15
	Sub-total	45
	TOTAL	120

E.148.3 Language and Literacy Studies

Module Name	Module Code	Credits
Compulsory		
South African Education 740	BED740	15
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Introduction to Research in Language and Literacy 711	EDU711	15
Research in Language and Literacy 721	EDU721	15
Sociolinguistics in Education 726	BED726	15
	Sub-total	90

Electives (select two modules)

Adolescent Literature 752	BED752	15
Language in Education Policy 754	BED754	15
Information and Communications Technology (ICT) in Language Education 753	BED753	15
	Sub-total	30
	TOTAL	120

E.148.4 Mathematics Education

Module Name	Module Code	Credits
Compulsory		
Metatheory 700	BED700	15
Introduction to Research in Mathematics Education 713	EDU713	15
Research in Mathematics Education 723	EDU723	15

Mathematics Education 718	BED718	15
Mathematics Education 719	BED719	15
South African Education 740	BED740	15
Mathematics Education 726	EDU726	15
Mathematics Education 716	EDU716	15
	TOTAL	120

E.148.5 Science Education

Module Name	Module Code	Credits
Compulsory		
Science Education 724	BED724	15
Science Education 725	BED725	15
Science Education 731	BED731	15
Science Education 732	BED732	15
Introduction to Research in Science Education 714	EDU714	15
Research in Science Education 724	EDU724	15
	Sub-total	90
Electives (select two modules)		
Metatheory 700	BED700	15
Curriculum and Pedagogy 711	BED711	15
Computers in Education 707	BED707	15
	Sub-total	30
	Total	120
	FINAL TOTAL	120

E.149 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.150 PROGRESSION RULES

E.150.1 Full-time

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

E.150.2 Part-time

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 45 credits per annum to proceed with their studies. A student who has accumulated 90 credits within two years shall be allowed to proceed to the following year to complete the programme.

E.151 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.152 SPECIAL REQUIREMENTS FOR THE PROGRAMME

- E. 152.1** A student may appeal to Senate to have their modules taken for extra-curricular enhancement purposes recognised for the purposes of a BEd (Hons) degree.
- E. 152.2** 80% attendance is compulsory for all modules in the BEd (Hons) programme.
- E. 152.3** The elective modules shall be selected from the list of semester modules available provided that all pre-requisites and co-requisites are met.
- E. 152.4** The Senate reserves the right to require BEd (Hons) students to satisfy coursework requirements, in addition to passing the appropriate examinations, before the degree shall be awarded. Pre-requisites and limitations for the various modules and areas of focus, will be found in the Faculty Honours handbook.
- E. 152.5** The Senate reserves the right not to offer a given area of focus or module every year and to offer additional areas of focus or modules. The Faculty Honours handbook may be consulted in this regard.
- E. 152.6** The offering of areas of focus for which fewer than ten students register, is at the discretion of the Senate.
- E. 152.7** A full-time student may select a maximum of five modules per semester and a part-time student may select a maximum of two modules per semester.
- E. 152.8** A student may, as part of their area of focus and up to a maximum of the equivalent of two semester modules, select an available module from the Advanced Diploma for Educators of Adults or enrol for a module at Honours or equivalent level in another Faculty in the University. Information on the conditions under which this option may be exercised, will be found in the Faculty Honours handbook.
- E.152.9** A student upon completion of the BEd (Hons) degree may register for module(s) for non-degree purposes.

BACHELOR OF EDUCATION HONOURS IN EDUCATIONAL PSYCHOLOGY (Full-Time - 4117) / (Part-Time - 4118)

(Full-Time – 4117: not offered in 2025)

E.153 ADMISSION

Unless Senate decides otherwise, a student shall be admitted to study for the **Bachelor of Education Honours in Educational Psychology Degree - BEd Hons (Educational Psychology)** or register modules for non-degree purposes with:

E.153.1 a university degree and having obtained an average of 60% in Psychology 3 and

E.153.2 One of the following teaching qualifications;

- a) Teaching qualification(s) recognised by the University as equivalent to M+4, or
- b) Advanced Teachers Diploma, or
- c) A Higher Diploma in Education (non-graduate) awarded by the University of the Western Cape

Please note: This qualification does not articulate to registration as a counsellor with the Health Professions Council of South Africa (HPCSA)

E.154 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.155 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time or two years part-time study.

E.156 CURRICULUM

Module Name	Module Code	Credits
Compulsory		
Counselling Practice 709	BED709	15
Counselling Theory 710	BED710	15
Development and Learning 712 (not offered in 2025)	BED712	15
Educational Psychology Research Project 715	BED715	15
Special Needs and Support Services 737 (not offered in 2025)	BED737	15
Psycho-Educational Assessment 749 (not offered in 2025)	BED749	15
Psychopathology 756	BED756	15
Introduction to Research in Educational Psychology 715	EDU715	15
	FINAL TOTAL	120

***Part-time students should consult the Faculty Honours Handbook for module selection.**

E.157 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.158 PROGRESSION RULES

E.1581.1 Full-time

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

E.158.2 Part-time

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 45 credits per annum to proceed with their studies. A student who has accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.159 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.160 SPECIAL REQUIREMENTS FOR THE PROGRAMME

- E.160.1** A student may appeal to Senate to have their modules taken for extra-curricular enhancement purposes recognised for the purposes of a BEd (Hons) degree.
- E.160.2** 80% attendance is compulsory for all modules in the BEd (Hons) programme.
- E.160.3** The Senate reserves the right to require BEd (Hons) students to satisfy coursework requirements, in addition to passing the appropriate examinations, before the degree shall be awarded. Pre-requisites and limitations for the various modules and areas of focus, will be found in the Faculty Honours handbook.
- E.160.4** The Senate reserves the right not to offer a given area of focus or module every year and to offer additional areas of focus or modules. The Faculty Honours handbook may be consulted in this regard.
- E.160.5** The offering of areas of focus for which fewer than 20 students register, is at the discretion of the Senate.
- E.160.6** A full-time student may select a maximum number of four modules per semester and a part-time student may select a maximum number of two modules per semester.
- E.160.7** A student may, as part of their area of focus and up to a maximum of the equivalent of two semester modules, select an available module or enrol for a module at Honours or equivalent level in another Faculty in the University. Information on the conditions under which this option may be exercised, will be found in the Faculty Honours handbook.

MASTER OF EDUCATION (Thesis - 4801)

E.161 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Education Degree - MEd (as indicated in E.164 below)**:

E.161.1 a student shall be admitted to the programme only after obtaining the Bachelor of Education Honours or an equivalent degree, or a Postgraduate Diploma in Education, or

E.161.2 may register for a single MEd course as an occasional student for non-degree purposes.

E.162 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.163 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time or two years part-time study.

E.164 CURRICULUM

The programme is offered in the following areas of specialisation:

- Curriculum Studies
- Educational Studies
- Language and Literacy Studies
- Educational Leadership and Management
- Mathematics Education
- Science Education
- Educational Psychology

E.164.2 Curriculum Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	CUS801	
2nd Enrolment		
Master's Thesis	CUS802	180
	FINAL TOTAL	180

E.164.3 Educational Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	EDS801	
2nd Enrolment		
Master's Thesis	EDS802	180
	FINAL TOTAL	180

E.164.4 Language and Literacy Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	LAL801	
2nd Enrolment		
Master's Thesis	LAL802	180
	FINAL TOTAL	180

E.164.5 Educational Leadership and Management

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	ELMS801	
2nd Enrolment		
Master's Thesis	ELMS802	180
	FINAL TOTAL	180

E.164.6 Mathematics Education

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	MEE801	
2nd Enrolment		
Master's Thesis	MEE802	180
	FINAL TOTAL	180

E.164.7 Science Education

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	SCE801	
2nd Enrolment		
Master's Thesis	SCE802	180
	FINAL TOTAL	180

E.164.8 Educational Psychology

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Master's Thesis	EDP801	
2nd Enrolment		180
Master's Thesis	EDP802	
	FINAL TOTAL	180

E.165 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.166 PROGRESSION RULES

Registration for the following year of study shall be recommended by the supervisor if in their opinion, adequate progress has been made during the current year.

E.167 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.168 SPECIAL REQUIREMENTS FOR THE PROGRAMME

The Faculty Board may require a student to register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

MASTER OF EDUCATION IN ADULT EDUCATION AND GLOBAL CHANGE (Structured - 4830)

E.169 ADMISSION

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Education in Adult Education and Global Change Degree - MEd (Adult Education and Global Change)**:

An applicant shall be admitted to the Master of Education degree only after obtaining the Bachelor of Education Honours degree or equivalent.

E.170 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.171 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over two years part-time study.

E.172 CURRICULUM

Module Name	Module Code	Credits
Locating Oneself in Global Learning 811	ACG811	30
Adult Learning: Context and Perspectives 812	ACG812	30
Fostering Learning in Professional Practices 813	ACG813	30
Local Options 814	ACG814	30
Global/Local Learning 815	ACG815	30
Local Options 816	ACG816	30
Work and Learning 821	ACG821	15
Understanding Research 822	ACG822	15
	FINAL TOTAL	180

E.173 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.174 PROGRESSION RULES

Registration for the following year of study shall be recommended by the supervisor if in their opinion, adequate progress has been made during the current year.

E.175 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.176 SPECIAL REQUIREMENTS FOR THE PROGRAMME

The Faculty Board may require a student to register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

DOCTOR OF PHILOSOPHY (4921)

E.177 ADMISSION

Unless Senate decides otherwise, a candidate shall be required to meet the following criteria to be enrolled for the **Doctor of Philosophy Degree – PhD (as indicated in E.180 below)**:

A candidate shall be admitted to the PhD Degree after having obtained an MEd or any other approved Master's degree. The area of research should be one in which the candidate is deemed to be qualified and must be relevant to education.

E.178 DURATION

Unless Senate decides otherwise, the minimum duration of the programme shall be two years.

E.179 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

E.180 CURRICULUM

The programme is offered in the following areas of specialisation:

- Adult Education
- Curriculum Studies
- Educational Leadership and Management
- Educational Psychology
- Educational Studies
- Higher Education Studies
- Language and Literacy Studies
- Mathematics Education
- Science Education
- Technical and Vocational Education and Training

E.180.1 Adult Education

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	AET901	
2nd Enrolment		
Doctoral Thesis	AET902	360
	FINAL TOTAL	360

E.180.2 Curriculum Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	CUS901	
2nd Enrolment		
Doctoral Thesis	CUS902	360
	FINAL TOTAL	360

E.180.3 Educational Leadership and Management

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	ELM901	
2nd Enrolment		360
Doctoral Thesis	ELM902	
	FINAL TOTAL	360

E.180.4 Educational Psychology

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	EDP901	
2nd Enrolment		360
Doctoral Thesis	EDP902	
	FINAL TOTAL	360

E.180.5 Educational Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	EDS901	
2nd Enrolment		360
Doctoral Thesis	EDS902	
	FINAL TOTAL	360

E.180.6 Higher Education Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	HES901	
2nd Enrolment		360
Doctoral Thesis	HES902	
	FINAL TOTAL	360

E.180.7 Language and Literacy Studies

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	LAL901	
2nd Enrolment		360
Doctoral Thesis	LAL902	
	FINAL TOTAL	360

E.180.8 Mathematics Education

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	MEE901	
2nd Enrolment		
Doctoral Thesis	MEE902	360
	FINAL TOTAL	360

E.180.9 Science Education

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	SCE901	
2nd Enrolment		
Doctoral Thesis	SCE902	360
	FINAL TOTAL	360

E.180.10 Technical and Vocational Education and Training

Module Name	Module Code	Credits
Compulsory		
1st Enrolment		
Doctoral Thesis	TVT901	
2nd Enrolment		
Doctoral Thesis	TVT902	360
	FINAL TOTAL	360

E.181 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.182 PROGRESSION RULES

Registration for the following year of study shall be recommended by the supervisor if in their opinion, adequate progress has been made during the current year.

E.183 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4 as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

E.184 SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.

UNDERGRADUATE MODULE DESCRIPTORS

Faculty	Education
Home Department	Language Education
Module Topic	Academic Literacy
Generic Module Name	Academic Literacy 111
Alpha-numeric Code	ADL111
NQF Level	5
NQF Credit Value	10
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (SP and FET)
Year level	1
Main Outcomes	<p>On completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Understand the range of metacognitive and discourse-based strategies that will improve their ability to engage with academic reading and writing tasks • Develop an awareness of the social, personal, cognitive and knowledge-building aspects of reading and writing • Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc. • Use basic technological tools like excel and the basic four function calculator to do calculations related to measurement, costs, percentages, interest and measures of central tendency • Create, interpret and manipulate or transform basic statistical information (tables, charts, graphs, etc.)
Main Content	<p>Reading for Learning</p> <ul style="list-style-type: none"> • Active reading skills and strategies across a range of disciplines: predicting, skimming, scanning, understanding textual organization and recognizing key discourse features • Making notes • Summarizing • Using discourse and language clues to track the development of an argument and identify/evaluate the author's position and evidence • Critical language awareness: recognizing the impact of language choices and patterns <p>Writing for Learning</p> <ul style="list-style-type: none"> • Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc.

	<ul style="list-style-type: none"> • Understanding that writing takes place in particular contexts and situations, and has particular goals for particular audiences • Developing authorial voice and adapting that voice to different audiences • Planning, brainstorming, drawing up outlines, structuring an argument using appropriate discourse features, etc. • Drafting • Editing carrying out on-line writing or other tasks • Using Excel documents to convert data into charts or graphs • Accurately interpreting tables, graphs and charts, manipulating or transforming data, and writing up analyses 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	Lectures p.w.	2
Assignments & tasks:	0	Practicals p.w.	0
Practicals:	15	Tutorials p.w.	1
Assessments	15		
Selfstudy	14		
Other:	0		
Total Learning Time	100		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Method of Accounting and EMS
Generic Module Name	Method of Accounting and EMS 301
Alpha-numeric Code	AEM301
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (SP and FET) (4401)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand and critically analyse the EMS curriculum policy documents and the curriculum context in which they will be teaching

	<ul style="list-style-type: none"> • Examine and evaluate the role of learning about economic and management issues in the South African context • Apply and reflect on the theories underpinning EMS and learning • Apply and reflect on the approaches and strategies to EMS teaching and learning • Develop and assess the recording of business transactions, analysis and preparation of financial information • Demonstrate competence in teaching and assessing the economy, financial literacy and entrepreneurship in the Senior Phase • Critically evaluate EMS textbooks • Develop a reflective practice towards teaching and learning through action research • Compile an educator's/subject management file 		
Main Content	<ul style="list-style-type: none"> • Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET • Economic and management issues in the South African context • EMS and learning • Approaches to EMS teaching that underpin the curriculum (Curriculum as content, product, process and emancipatory) • Teaching and assessing the recording of business transactions, analysis and preparation of financial information • Teaching, assessing and demonstrating competence in the economy, financial literacy and entrepreneurship • Textbook evaluation • Theory and practice of action research as a research methodology 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	3
Assignments & tasks:	50	Practicals p.w.	0
Practicals:	30	Tutorials p.w.	0
Assessments	20		
Selfstudy	106		
Other: Micro-teaching	40		
Total Learning Time	300		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Educational Studies		
Module Topic	Method of Accounting and EMS		
Generic Module Name	Method of Accounting and EMS 401		
Alpha-numeric Code	AEM401		
NQF Level	7		
NQF Credit Value	20		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence to apply different approaches to Accounting teaching in the FET phase • Develop and assess: accounting concepts; salaries and wages; value added-tax; and bank reconciliation • Demonstrate an understanding of and critical awareness of bookkeeping systems of formal and informal traders; budgets and control mechanisms • Demonstrate competence in teaching and assessing financial accounting, management accounting; and managing resources • Critically evaluate Accounting textbooks • Develop a reflective practice towards teaching and learning through action research • Compile an educator's/subject management file 		
Main Content	<ul style="list-style-type: none"> • Approaches to Accounting teaching: social constructivism; collaborative learning; writing to learn; deep learning • Teaching and assessing: accounting concepts; salaries and wages; value added-tax; and bank reconciliation • Teaching and assessing bookkeeping systems of formal and informal traders; budgets and control mechanisms • Teaching and assessing financial accounting, management accounting; and managing resources • Textbook evaluation • Theory and practice of action research as a research methodology 		
Pre-requisite modules	AEM301		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	64	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	7		

Selfstudy	87		
Other:	0		
Total Learning Time	200		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Education		
Module Topic	Afrikaans First Additional Language Literacy Teaching		
Generic Module Name	Afrikaans First Additional Language Literacy Teaching 211		
Alpha-numeric Code	AFL211		
NQF Level	6		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)		
Year level	2		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of First Additional Language Development and Literacy. • Demonstrate an understanding of theories underpinning First Additional Language Development and Literacy. • Show knowledge and understanding of the FAL structure (phonics, syntax, grammar, etc.). • Identify and address barriers to FAL and literacy development. 		
Main Content	<p>Introduction to FAL learning</p> <ul style="list-style-type: none"> • FAL Grammatical Features, Parts of Speech and their functions (Nouns, Verbs, Adjectives, Adverbs, Conjunctions, Prepositions, etc.) • FAL Literature for young children: Poetry, Stories, Folklore, Drama, etc. • Developing FAL literacy • Listening and Speaking skills in FAL • Reading in FAL • Oral, written and comprehension skills in FAL • FAL Grammar and syntax • Barriers to FAL literacy development. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2

<i>Tutorials:</i>	28			
<i>Assessments:</i>	30			
<i>Selfstudy:</i>	44			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans First Additional Language Literacy
Generic Module Name	Afrikaans First Additional Language Literacy Teaching 311
Alpha-numeric Code	AFL311
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year Level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of FAL curriculum for the FP. • Demonstrate knowledge and understanding of the different approaches to FAL reading and writing literacy instruction. • Apply the different approaches to enrich young children's reading and writing in the FAL. • Set up FP classrooms to support emergent literacy in FAL. • Design reading and writing lesson plans for the FP for FAL literacy. • Assess FAL reading and writing literacy. • Provide support to learners experiencing reading and writing difficulties in FAL.
Main Content	<ul style="list-style-type: none"> • The FAL curriculum for the FP. • Approaches and theories to reading literacy instruction in the FAL. • Approaches and theories of writing literacy instruction in the FAL. • Approaches to literacy development in the Foundation Phase. • Teaching FAL Grammar in the FP • Teaching FAL children's literature • Materials design for FAL literacy development. • Designing lesson plans for FAL literacy development. • Assessment of FAL reading and writing literacy.
Pre-requisite modules	AFL211
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	35		
<i>Selfstudy:</i>	40		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans Home Language Literacy Teaching
Generic Module Name	Afrikaans Home Language Literacy Teaching 111
Alpha-numeric Code	ALT111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the stages of children's home language development during the first six years. • Demonstrate knowledge and understanding of the theories underpinning children's home language development. • Identify barriers to children's language development and how to address them. • Demonstrate knowledge of the phonetic and grammatical structure of home language structure (e.g. Phonics, syntax, semantics, grammar, etc.). • Demonstrate competence in using their home language for teaching. • Demonstrate knowledge and understanding of young children's literature in the home language. • Show an understanding of the use of ict in language and literacy development.
Main Content	<ul style="list-style-type: none"> • Home Language development in young learners (and the stages of home language development). • Theories of home language development.

	<ul style="list-style-type: none"> • Factors influencing early language development • Barriers to early language development (3 – 6 years) • Afrikaans Home language structure (phonetics, phonology, syntax, semantics, etc.). • Afrikaans Grammatical Features, Parts of Speech and their functions: Nouns, Verbs, Adjectives, Adverbs, Conjunctions, Prepositions, etc.). • Afrikaans Home Language Literature for young children: Poetry, Stories, Folklore, Drama, etc. • ICT and language literacy development. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2	
<i>Tutorials:</i>	28			
<i>Assessments:</i>	30			
<i>Selfstudy:</i>	44			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans Home Language Literacy Teaching
Generic Module Name	Afrikaans Home Language Literacy Teaching 211
Alpha-numeric Code	ALT211
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of literacy conceptualizations and early literacy development. • Analyze a variety of literacy conceptualizations and models in relation to home language literacy. • Demonstrate an understanding of the different approaches to home literacy development in the early years of schooling.

	<ul style="list-style-type: none"> Identify and address barriers to children's literacy development. 		
Main Content	<ul style="list-style-type: none"> Literacy Conceptualisations and Literacy Models Developing Listening and Speaking skills Reading in the Home Language Oral, written and comprehension skills Grammar and syntax Barriers to early literacy development (in the home language) 		
Pre-requisite modules	ALT111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans Home Language Literacy Teaching
Generic Module Name	Afrikaans Home Language Literacy Teaching 311
Alpha-numeric Code	ALT311
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Show knowledge and understanding of literacy conceptualizations and early literacy development. Analyze a variety of literacy conceptualizations and models in relation to home language literacy. Demonstrate an understanding of the different approaches to home literacy development in the early years of schooling.

	<ul style="list-style-type: none"> Identify and address barriers to children's literacy development. 		
Main Content	<ul style="list-style-type: none"> Literacy Conceptualisations and Literacy Models Developing Listening and Speaking skills Reading in the Home Language Oral, written and comprehension skills Grammar and syntax Barriers to early literacy development (in the home language) 		
Pre-requisite modules	ALT211		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer: / tutor:</i>	28	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans Home Language Literacy Teaching
Generic Module Name	Afrikaans Home Language Literacy Teaching 411
Alpha-numeric Code	ALT411
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase) (4517)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to</p> <ul style="list-style-type: none"> Apply different instructional approaches to reading and writing. Design foundation phase literacy programmes. Teach home language literacy skills and children's literature. Design reading and writing assessment tasks for the foundation phase classroom.

	<ul style="list-style-type: none"> • Provide support to learners with reading and writing difficulties. • Enact/transact literacy practices and/or development in the foundation phase classrooms by means of research. • Conceptualise and present seminar research papers based on foundation phase literacy practices. 		
Main Content	<ul style="list-style-type: none"> • Development of children's writing skills. • The reading and writing development continuum. • Multimodality in reading and writing in the Foundation Phase. • Critical literacy in the Foundation Phase classroom. • Text-based approaches to writing in the Foundation Phase. • Reading and writing across the curriculum. • Children's literature. • Research on literacy practices in the Foundation Phase classrooms. • Assessment in reading and writing. 		
Pre-requisite modules	ALT311		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	80		
<i>Selfstudy:</i>	85		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Education Practice
Generic Module Name	Education Practice 101
Alpha-numeric Code	EDC101
NQF Level	5
NQF Credit Value	15
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural

	Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Reflect on the change from school learner to university student and student teacher. • Develop academic orientations. • Understand the social functions of schools within society. • Reflect on the physical, social, instructional dimensions of classrooms. • Demonstrate an understanding of the world of the teacher. • Develop an orientation to teaching as a Profession. • Understand and critique different approaches to classroom practice – e.g. transmission vs. co-operative teaching. • Know the 7 roles of educators and what it means to be a competent teacher in terms of the Norms and Standards for Educators. • Link education theory to practice. 		
Main Content	<ul style="list-style-type: none"> • Introduction to the Norms and Standards for Educators • Introspection of reasons for entering profession. • Why would different educators teach the same topics/ concepts differently – highlighting how different views of society impact on educational perspectives, curriculum planning and learning. • Understand the impact of school contexts on classroom practice. • Identification and exploration of qualities of an effective teacher. • Contextual issues – discipline etc. • Exploring and unpacking classroom group dynamics • Transmission vs. Co-operative teaching • Challenges in education • Academic reading and writing conventions • Introduction to the Lesson Planning process/ principles. • Analyzing Teaching vignettes – linking basic theory to practice. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	56	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	24	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	20	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		

<i>Selfstudy:</i>	40		
<i>Other:</i>	10		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Language Department
Module Topic	Literacy and Numeracy
Generic Module Name	Literacy and Numeracy 111
Alpha-numeric Code	EDC111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	1
Faculty	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand the range of metacognitive and discourse-based strategies that will improve their ability to engage with academic reading and writing tasks. • Develop an awareness of the social, personal, cognitive and knowledge-building aspects of reading and writing. • Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc. • Use basic technological tools like excel and the basic four function calculator to do calculations related to measurement; costs; percentages, interest and measures of central tendency. • Create, interpret and manipulate or transform basic statistical information (tables, charts, graphs, etc.)
Main Content	Reading for learning: <ul style="list-style-type: none"> • Active reading skills and strategies across a range of disciplines: predicting, skimming, scanning, understanding textual organization and recognizing key discourse features, • Making notes • Summarizing

	<ul style="list-style-type: none"> Using discourse and language clues to track the development of an argument and identify/evaluate the author's position and/evidence Critical language awareness: recognizing the impact of language choices and patterns <p>Writing for learning:</p> <ul style="list-style-type: none"> Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc. Understanding that writing takes place in particular contexts and situations, and has particular goals for particular audiences, Developing authorial voice and adapting that voice to different audiences, Planning, brainstorming, drawing up outlines, structuring an argument using appropriate discourse features, etc. Drafting Editing Carrying out on-line writing or other tasks <p>Information Literacy:</p> <ul style="list-style-type: none"> Using the library catalogue and databases Citing sources and compiling reference lists using appropriate conventions Drawing tasks and texts from a range of disciplines and exploring different disciplinary demands <p>Numeracy for daily living:</p> <ul style="list-style-type: none"> Using basic technological tools like Excel and the four function calculator to do calculations related to measurement; costs; percentages, interest and measures of central tendency Using Excel documents, to convert data into charts or graphs Accurately interpreting tables, graphs and charts, manipulating or transforming data, and writing up analyses 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer: / tutor:</i>	30	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	20	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		

<i>Selfstudy:</i>	50		
<i>Other:</i>	10		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Lifeskills
Generic Module Name	Lifeskills 121
Alpha-numeric Code	EDC121
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Use newly developed intra and interpersonal skills in their interactions with learners. • Distinguish between Life Skills, Life Orientation, Health Education, and Health Promotion. • Identify youth at risk in terms of Sexual and Reproductive Health; Alcohol, Tobacco and other Substance Use; Fitness and Nutrition; Interpersonal Violence, and HIV and AIDS. • Foster and develop resilience in youth through Lifeskills interventions. • Design and facilitate Life Skills Programmes. • Reflect on prejudices regarding HIV and AIDS and engage critically with issues of stigma and discrimination, as this directly impacts on affected children and adults. • Understand the needs of learners affected by HIV/AIDS and refer appropriately. • Employ listening and support skills to better respond to learners, parents and colleagues who may need 'counseling', specifically in the area of HIV and AIDS.
Main Content	<ul style="list-style-type: none"> • Designing and facilitating Life Skills Programmes • The theoretical foundations of a Life Skills Approach • Risk and resilience in youth • Combating stigma and discrimination around HIV and AIDS

	<ul style="list-style-type: none"> • HIV/AIDS: Transmission, prevention strategies and treatment interventions • The impact of HIV/AIDS on individuals and systems • The role of educators in the lives of children affected by HIV and AIDS: Counselling care and support • Education policy on HIV/AIDS in South Africa 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	27	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	5	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	7		
<i>Selfstudy:</i>	33		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Language
Module Topic	Second Additional Language for the classroom
Generic Module Name	Second Additional Language 122
Alpha-numeric Code	EDC122
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show a basic understanding of the morpho-phonological, lexical and syntactic structure of the target language. • Have elementary communication in the target language within the classroom context. • Listen and respond appropriately to different forms of the language in different classroom situations.

	<ul style="list-style-type: none"> • Demonstrate elementary reading skills in the target language. • Create and write elementary texts in the target language. 		
Main Content	<p>The course aims at developing the students basic language skills:</p> <ul style="list-style-type: none"> • Listening, speaking, reading and writing. • Basic language structure • Functional discourse • Language for mediation and intervention across the curriculum 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	20	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	50		
<i>Other:</i>	10		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Social Psychology in Education
Generic Module Name	Social Psychology in Education 131
Alpha-numeric Code	EDC131
NQF Level	5
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513); BEd (Languages and Life Orientation, 5y) (4091); BEd (Languages (SP and FET) and Life Orientation (SP) (4402)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain Culture. • Provide and Discuss examples of conflict and compatibilities between home and school cultures.

	<ul style="list-style-type: none"> List and describe several ways in which learners of different ethnic and cultural backgrounds may behave differently. Explain likely gender differences and similarities. Describe the school's role in the development of gender differences. Incorporate multi-cultural concepts in their teaching and modify the classroom environment to meet the needs of a multi-cultural population. 		
Main Content	<ul style="list-style-type: none"> Race, ethnicity and culture Culture and schooling Culturally responsive teaching/ towards a more multi-cultural classroom/creating culturally compatible classrooms. Socio-economic differences and the effects of poverty Similarities and difference amongst males and females Attitudes, prejudice and discrimination. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	27	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	30		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Faculty of Education,
Home Department	Department of Educational Psychology
Module Topic	Physical Education
Generic Module Name	Introduction to Physical Education for Life Orientation Students 143
Alpha-numeric Code	EDC143
NQF Level	5
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year level	1

Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Describe physical education philosophy, its principles, legal and policy framework. • Explain physical education teaching and learning. • Design and plan physical education lesson, games and activities. • Design and implement assessment within Physical education • Application of health and safety issues pertaining to physical education • Designing activities for inclusivity 		
Main Content	<ul style="list-style-type: none"> • Expectations of a physical education teacher • The ethos of teaching physical education • Practical sessions, games and concepts. • Teaching /sport and the law • The start of athletics • Drawing up Round Robin and Knock out fixtures. • Challenges/Problems when teaching physical education at disadvantaged schools • Assessment within physical education 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	38	Lectures p.w.	2
Assignments & tasks:	2	Practicals p.w.	1
Practicals:	1	Tutorials p.w.	0
Assessments	3		
Selfstudy	56		
Other:	0		
Total Learning Time	100		
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Education Practice
Generic Module Name	Education Practice 202
Alpha-numeric Code	EDC202
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	2

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate foundational and practical competencies as interpreters and designers of learning programmes and materials as well as effective administrators. 		
Main Content	<ul style="list-style-type: none"> • Norms and Standards for Educators • Planning Lessons • Microteaching • Analyze Teaching videos – merging educational theory with teaching practice. 		
Pre-requisite modules	EDC101		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	84	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	60	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	86		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Inclusive Education
Generic Module Name	Education 221
Alpha-numeric Code	EDC221
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	2
Main Outcomes	By the end of this module students should be able to: <ul style="list-style-type: none"> • Know the historical development of inclusive Education • Describe inclusive education philosophy and its principles • Analyse inclusive education legal and policy frameworks. • Explain the theories and models underpinning inclusive education • Identify key barriers to learning and development.

	<ul style="list-style-type: none"> • Explain the screening, identification, assessment and support strategies used in South Africa • Apply learning support strategies • Explain and apply inclusive teaching and learning. • Critically analyse teaching practices. 		
Main Content	<ul style="list-style-type: none"> • Historical development of inclusive Education • From exclusion to inclusion: discourses and current issues • Inclusive Education principles, policy framework and practices • Theories and models underpinning inclusive education • Index for inclusion • Barriers to learning and development (intrinsic and extrinsic) • Labels and labelling • Inclusive schools and classrooms • Inclusive teaching and learning (Universal Design for Learning Curriculum differentiation, Screening, Identification, assessment support strategy) • Collaborative consultation 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3
Assignments & tasks:	70	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	5		
Selfstudy	83		
Other: Please specify	0		
Total Learning Time	200		
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Education Practice
Generic Module Name	Education Practice 302
Alpha-numeric Code	EDC302
NQF Level	6
NQF Credit Value	40
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	3

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the Norms and Standards for Educators • Demonstrate practical and reflective competencies as interpreters and designers of learning programmes, and learning mediators and assessors. • Understand the social functions of schools within society • Reflect on the physical, social, instructional dimensions of classrooms • Demonstrate an understanding of the world of the teacher • Know the 7 roles of educators and what it means to be a competent teacher in terms of the Norms and Standards for Educators • Link education theory to practice 		
Main Content	<ul style="list-style-type: none"> • Norms and Standards for Educators • Lesson Planning. • Planning Assessment • Microteaching. • Classroom teaching strategies. • Assessment strategies • Teaching Practice 		
Pre-requisite modules	EDC202		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	84	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	200	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	46		
<i>Other: Research Project</i>	20		
Total Learning Time	400		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development and Learning
Generic Module Name	Education 311
Alpha-numeric Code	EDC311
NQF Level	7
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester

Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand that children develop holistically and within a socio-cultural context • Discuss the impact of physical, emotional, social and cognitive factors on learning and academic achievement • Discuss and debate notions of intelligence • Apply theories of development and learning to classroom situations • Demonstrate understanding of key theoretical concepts in the teaching and learning process 		
Main Content	<p><u>Child Development</u></p> <ul style="list-style-type: none"> • Ecosystemic approach to understanding development: Bronfenbrenner • Physical development • Psycho-social development: Erikson • Cognitive development: Piaget • Implications for the teaching and learning process • Factors impacting on achievement: Family, School, Media, Society <p><u>Learning theories</u></p> <ul style="list-style-type: none"> • Cognitive development and intelligence (Gardner, Sternberg, etc) • Theories of learning: Piaget, Vygotsky, Feuerstein, Information processing theory • Matching learning and teaching • Implications of learning theories for the teaching and learning process: The thinking classroom, designing lesson plans, organizing learning, assessment 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	65	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	5		
Selfstudy	88		
Other: Please specify	0		
Total Learning Time	200		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development and Learning
Generic Module Name	Learning and Development 313
Alpha-numeric Code	EDC313
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand that children develop holistically and within a socio-cultural context. • Discuss the impact of physical, emotional, social and cognitive factors on learning and academic achievement. • Discuss and debate notions of intelligence. • Apply theories of development and learning to classroom situations. • Demonstrate understanding of key theoretical concepts in the teaching and learning process.
Main Content	<p>Child Development</p> <ul style="list-style-type: none"> • Ecosystemic approach to understanding development: Bronfenbrenner • Physical development • Psycho-social development: Erikson • Cognitive development: Piaget • Implications for the teaching and learning process • Factors impacting on achievement: Family, School, Media, Society <p>Learning theories</p> <ul style="list-style-type: none"> • Cognitive development and intelligence (Gardner, Sternberg, etc) • Theories of learning: Piaget, Vygotsky, Feuerstein, Information • processing theory • Matching learning and teaching • Implications of learning theories for the teaching and learning process: • The thinking classroom, designing lesson plans, organizing learning, assessment
Pre-requisite modules	None
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	45	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	5		
<i>Selfstudy:</i>	58		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Curriculum and Pedagogy
Generic Module Name	Education 321
Alpha-numeric Code	EDC321
NQF Level	7
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <p>Curriculum and Pedagogy</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Develop a critical understanding of the concept and nature of the curriculum and pedagogy • Know curriculum policy development in the South African context with specific reference to outcomes-based education • Discuss how curriculum is operationalized in South African schools with specific reference to curriculum orientations • Demonstrate theoretical and practical knowledge about how and why the curriculum is planned and organized in a specific way. <p>Skills</p> <ul style="list-style-type: none"> • Apply knowledge of curriculum in practice • Construct a good learning environment based on the assumptions about curriculum, knowledge, skills and values underlying the South African approach to OBE • Reflect on the impact of different curriculum orientations and views to the curriculum on teaching and learning.

	<ul style="list-style-type: none"> To think critically about the debates and controversies in teaching the curriculum in South Africa <p>Values</p> <ul style="list-style-type: none"> Engage critically, honestly and sincerely with others Respect the views of others <p>Learner Discipline</p> <ul style="list-style-type: none"> Define the concept 'learner discipline' Identify and analyze the factors which result in learner misbehavior Know the various approaches that can be used to prevent learner misbehavior, focusing on those that are applicable to the educator in the classroom Discuss the most appropriate means of remedying learner misbehavior 		
Main Content	<p>Areas that are covered in this module include:</p> <p>Curriculum and Pedagogy</p> <ul style="list-style-type: none"> Concept and nature of curriculum and pedagogy Curriculum policy development and Outcomes-based education Curriculum orientations and its implementation in the South African classroom Planning, organising and teaching the curriculum Constructing a good learning environment based on the assumptions about curriculum, knowledge, skills and values underlying the South African approach to outcomes-based education Debates and controversies in teaching the curriculum in South Africa <p>Learner Discipline</p> <ul style="list-style-type: none"> Defining 'learner discipline' In-and-out of school causes of learner misbehavior The preventative approach: the educator The preventative approach: the learner The preventative approach: the school The preventative approach: the parents Corrective measures: reprimands and punishment 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	65	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	3		
Selfstudy	90		
Other: Please specify	0		
Total Learning Time	200		

Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
Assessment Module type	Continuous and Final Assessment (CFA)
Faculty	Education
Home Department	Educational Studies
Module Topic	Education
Generic Module Name	Education 323
Alpha-numeric Code	EDC323
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <p>Curriculum and Pedagogy</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Develop a critical understanding of the concept and nature of the curriculum and pedagogy. • Get insight into curriculum policy development in the South African context with specific reference to OBE. • Get knowledge and experience of how curriculum is operationalized in South African Schools with specific reference to curriculum orientations. • Develop theoretical and practical knowledge about how and why. • The curriculum is planned and organized in a specific way. <p>Skills</p> <ul style="list-style-type: none"> • Apply knowledge of curriculum theory in practice. • Construct a good learning environment based on the assumptions about curriculum, knowledge, skills and values underlying the South African approach to OBE. • Reflect on the impact of different curriculum orientations and views to the curriculum on teaching and learning. • Think critically about the debate and controversies in teaching the curriculum in South Africa. <p>Values</p> <ul style="list-style-type: none"> • Engage critically honestly and sincerely with others. • Respect the views of others. <p>Learner discipline</p> <ul style="list-style-type: none"> • Define the concept 'learner discipline'. • Identify and analyse the factors which result in learner

	misbehavior. <ul style="list-style-type: none"> • Know the various approaches that can be used to prevent learner misbehavior, focusing on those that are applicable to the educator in the classroom. • Identify the most appropriate means of remedying learner misbehavior. 			
Main Content	Curriculum and Pedagogy <ul style="list-style-type: none"> • Concept and nature of the curriculum and pedagogy • Curriculum policy development and OBE • Curriculum orientations and its implementation in the South African classroom • Planning, organizing and teaching the curriculum • Constructing a good learning environment based on the assumptions about curriculum, knowledge, skills and values underlying the South African approach to OBE • Debates and controversies in teaching the curriculum in South Africa Learner Discipline <ul style="list-style-type: none"> • Defining 'learner discipline' • In- and out-of-school causes of learner misbehavior • The preventative approach: the educator • The preventative approach: the learner • The preventative approach: the school • The preventative approach: the parents • Corrective measures: reprimands and punishment 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	42	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	3			
<i>Selfstudy:</i>	63			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			
Faculty	Education			
Home Department	Educational Studies			
Module Topic	Education Practice			
Generic Module Name	Education Practice 402			
Alpha-numeric Code	EDC402			
NQF Level	7			
NQF Credit Value	40			

Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • An understanding of the 7 roles of the educators in terms of Norms and Standards for Educators. • Demonstrate an understanding of the dynamic nature of schools in relation to community (citizenship role), organization of programs for learners (educational, Eistedfords, sports, clubs and associations) and how these impact on communities' stakeholder development. • Understanding the nature of school governance in relation to Management and leadership of schools – eg. SGB's, SMT's. • Teacher Professionalism. • Practical teaching (foundational, practical and reflective). 		
Main Content	<ul style="list-style-type: none"> • Critical look at Norms and Standards for Educators • Functional versus dysfunctional schooling • The school as a workplace. • Competence in the job application process • Values in Education • The SACE application process • The Job application process • Engaging in classroom teaching 		
Pre-requisite modules	EDC302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	84	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	200	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	46		
<i>Other: Research Project</i>	20		
Total Learning Time	400		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	Educational studies		
Module Topic	Research in Education		
Generic Module Name	Education 411		
Alpha-numeric Code	EDC411		
NQF Level	7		
NQF Credit Value	30		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of basic research concepts; • Understand the process of conceptualizing and conducting educational research; • Understand strengths and weaknesses of different methodologies used in research; • Formulate a research question and design an appropriate procedure for its investigation; • Read, understand, critique and use research reports; and • Develop a research proposal. 		
Main Content	<ul style="list-style-type: none"> • Introduction to research in education • Research types • Research problems, variables and hypotheses • Research proposal • Locating and reviewing related literature • Ethics and research • Research population and sampling • Methods of data collection, presentation and analysis • Validity and reliability in research • Presentation and peer review of draft research proposals 		
Pre-requisite modules	EDC311, EDC321		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	48	Lectures p.w.	3
Assignments & tasks:	65	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	6		
Selfstudy	105		
Other: Micro-teaching	76		
Total Learning Time	300		

Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
Assessment Module type	Continuous and Final Assessment (CFA)
Faculty	Education
Home Department	Department of Education Studies
Module Topic	Education
Generic Module Name	Education 413
Alpha-numeric Code	EDC413
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate knowledge of basic research concepts. • Understand the process of conceptualizing and conducting educational research. • Understand strengths and weaknesses of different methodologies used in research. • Formulate a research question and design an appropriate procedure for its investigation. • Read, understand, critique and use research reports. • Develop a research proposal.
Main Content	<ul style="list-style-type: none"> • Introduction to research in education • Research types • Research problems, variables and hypotheses • Research proposal • Locating and reviewing related literature • Ethics and research • Research population and sampling • Methods of data collection, presentation and analysis • Validity and reliability in research • Presentation and peer review of draft research proposals
Pre-requisite modules	EDC323
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	48	Lectures p.w.	2	
Assignments & tasks:	35	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Tutorials:	0			
Assessments:	6			
Selfstudy:	35			
Other:	76			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 100%			
	Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Studies
Module Topic	Values in Education
Generic Module Name	Education 421
Alpha-numeric Code	EDC421
NQF Level	7
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Articulate a sound understanding of the concepts ethics and epistemology. • Engage critically with literature in Philosophy and Philosophy of Education, and specifically with literature in ethics and epistemology • Articulate a sound understanding of the concepts values and virtue • Develop an understanding of what constitutes teachers' professional values • Engage critically with debates around the concept teacher professionalism • Develop reasoned responses to questions about what constitutes knowledge • Investigate the ethical and/or epistemological underpinning of selected documents of current relevance for educators
Main Content	<ul style="list-style-type: none"> • The concepts ethics and epistemology • The concepts values and virtue • Teachers' professional values • Teacher professionalism • Different kinds of knowledge

	<ul style="list-style-type: none"> The ethical and/or epistemological underpinnings of documents such as The SACE Handbook of Professional Ethics, The Manifesto on Values, Education and Democracy and The Norms and Standards for Educators 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	64	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	7		
Selfstudy	87		
Other:	0		
Total Learning Time	200		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Education
Generic Module Name	Education 423
Alpha-numeric Code	EDC423
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Articulate a sound understanding of the concepts ethics and epistemology. Engage critically with literature in Philosophy and Philosophy of Education, and specifically with literature in ethics and epistemology. Articulate a sound understanding of the concepts values and virtue. Develop an understanding of what constitutes teachers' professional values.

	<ul style="list-style-type: none"> Engage critically with debates around the concept teacher professionalism. Develop reasoned responses to questions about what constitutes knowledge. Investigate the ethical and/or epistemological underpinning of selected documents of current relevance for educators. 		
Main Content	<ul style="list-style-type: none"> The concepts ethics and epistemology The concepts value and virtue Teachers' professional values Teacher professionalism Different kinds of knowledge The ethical and/or epistemological underpinnings of documents such as The SACE Handbook of Professional Ethics, The Manifesto on Values, Education and Democracy and The Norms and Standards for Educators 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	17	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	7		
<i>Selfstudy:</i>	87		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Department of Educational Studies
Module Topic	Education in Society
Generic Module Name	Education 111
Alpha-numeric Code	EDU111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)

Year level	1		
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Explain the background to key aspects of the history of education. • Describe and analyse the school and the context of schooling within a sociological and historical framework of understanding. • Explain the political, educational and historical implications of various approaches to teaching and learning. • Critically analyse the role of education in South African school communities. 		
Main Content	<ul style="list-style-type: none"> • Introduction to Sociology of Education • Historical overview of Education in South Africa • Education and politics • Educational debates in South Africa • Poverty and education • Teaching in different school communities 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2
Assignments & tasks:	46	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	1
Assessments	5		
Selfstudy	57		
Other:	0		
Total Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Life Skills
Generic Module Name	Education 121
Alpha-numeric Code	EDU121
NQF Level	5
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4402, 4403, 4404, 4405)
Year level	1

Main Outcomes	<p>On completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Use newly developed intra and interpersonal skills in their interactions with learners • Distinguish between Life Skills, Life Orientation, Health Education, and Health Promotion • Identify youth at risk in terms of Sexual and Reproductive Health; Alcohol, Tobacco and other Substance Use; Fitness and Nutrition; Interpersonal Violence, and HIV and AIDS • Foster and develop resilience in youth through Lifeskills interventions • Design and facilitate Life Skills Programmes • Reflect on prejudices regarding HIV and AIDS and engage critically with issues of stigma and discrimination, as this directly impacts on affected children and adults • Understand the needs of learners affected by HIV/AIDS and refer appropriately • Employ listening and support skills to better respond to learners, parents and colleagues who may need 'counseling', specifically in the area of HIV and AIDS 		
Main Content	<ul style="list-style-type: none"> • Designing and facilitating Life Skills Programmes • The theoretical foundations of a Life Skills Approach • Risk and resilience in youth • Combating stigma and discrimination around HIV and AIDS • HIV/AIDS: Transmission, prevention strategies and treatment interventions • The impact of HIV/AIDS on individuals and systems • The role of educators in the lives of children affected by HIV and AIDS: Counselling care and support • Education policy on HIV/AIDS in South Africa 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2
Assignments & tasks:	15	Practicals p.w.	0
Practicals:	15	Tutorials p.w.	1
Assessments	10		
Selfstudy	18		
Other:	0		
Total Learning Time	100		
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	Language Education		
Module Topic	English First Additional Language Literacy Teaching		
Generic Module Name	English First Additional Language Literacy Teaching 211		
Alpha-numeric Code	EFL211		
NQF Level	6		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)		
Year level	2		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of First Additional Language Development and Literacy. • Demonstrate an understanding of theories underpinning First Additional Language Development and Literacy. • Show knowledge and understanding of the FAL structure (phonics, syntax, grammar, etc.). • Identify and address barriers to FAL and literacy development. 		
Main Content	<ul style="list-style-type: none"> • Introduction to FAL learning • FAL Grammatical Features, Parts of Speech and their functions (Nouns, Verbs, Adjectives, Adverbs, Conjunctions, Prepositions, etc.) • FAL Literature for young children: Poetry, Stories, Folklore, Drama, etc. • Developing FAL literacy • Listening and Speaking skills in FAL • Reading in FAL • Oral, written and comprehension skills in FAL • FAL Grammar and syntax • Barriers to FAL literacy development. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	150		

Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
Assessment Module type	Continuous and Final Assessment (CFA)
Faculty	Education
Home Department	Language Education
Module Topic	English First Additional Language Literacy
Generic Module Name	English First Additional Language Literacy Teaching 311
Alpha-numeric Code	EFL311
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of FAL curriculum for the FP. • Demonstrate knowledge and understanding of the different approaches to FAL reading and writing literacy instruction. • Apply the different approaches to enrich young children's reading and writing in the FAL. • Set up FP classrooms to support emergent literacy in FAL. • Design reading and writing lesson plans for the FP for FAL literacy. • Assess FAL reading and writing literacy. • Provide support to learners experiencing reading and writing difficulties in FAL.
Main Content	<ul style="list-style-type: none"> • The FAL curriculum for the FP. • Approaches and theories to reading literacy instruction in the FAL. • Approaches and theories of writing literacy instruction in the FAL. • Approaches to literacy development in the Foundation Phase. • Teaching FAL Grammar in the FP • Teaching FAL children's literature • Materials design for FAL literacy development. • Designing lesson plans for FAL literacy development. • Assessment of FAL reading and writing literacy.
Pre-requisite modules	EFL211
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2	
<i>Tutorials:</i>	42			
<i>Assessments:</i>	35			
<i>Selfstudy:</i>	40			
<i>Other:</i>	0			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Style and Structure in Language
Generic Module Name	Educational Linguistics 111
Alpha-numeric Code	ELD111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091); BEd (SP and FET) (4402, 4403, 4404)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Explain the concept of standard language and the social role of the standard. • Identify and describe grammatical deviations from the standard using metalanguage that has been taught. • Describe common styles of English, and other languages where appropriate, as well as the social and institutional contexts associated with them. • Explain the concept of genre and describe the linguistic styles associated with common genres. • Explain the relationship between creativity and convention in language, using examples. • Distinguish between grammaticality and appropriateness in language, using examples.
Main Content	The module will deal with the following topics: <ul style="list-style-type: none"> • Meanings of key terms: phoneme, morpheme, syntax, semantics, • lexicon, pragmatics, text and discourse • Variation according to user and according to context of use; the role and importance of the standard;

	communicative genres and associated styles; expanding one's linguistic repertoire; linguistic choices and their effects <ul style="list-style-type: none"> • Word classes; verb centrality in the clause; phrase structure; modality; • Complexity; structure and function; descriptive and evaluative metalanguage. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	55	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	0		
<i>Assessments:</i>	3		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Language and Society
Generic Module Name	Educational Linguistics 121
Alpha-numeric Code	ELD121
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091); BEd (SP and FET) (4402, 4403, 4404)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Identify sources of linguistic variation (across and within languages). • Provide descriptions of variation in English, as well as other languages where appropriate, in South Africa, using the grammatical terminology that has been learned. • Offer informed explanations for linguistic variation. • Provide examples to distinguish between variation

	<p>according to user and variation according to use.</p> <ul style="list-style-type: none"> • Distinguish between those social functions that require formulaic language and those that do not. • Provide examples of social control over linguistic behaviour in various cultures. • Compare the national language question in South Africa to other countries. • Describe and evaluate policies on language in education. 		
Main Content	<p>The module will deal with the following topics:</p> <ul style="list-style-type: none"> • Class, culture and speech community; identity and language; language status and language policy; language and gender; levels of formality and informality; group membership; language attitudes and prejudice; language in social institutions • Dialect; idiolect; social stratification; register; diglossia; code switching; slang; jargon; repertoire; performativity; formulaic language; standard language; official language; language of instruction; prescriptive/regulation vs description 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	55	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	0		
<i>Assessments:</i>	3		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Language Acquisition and Language Teaching
Generic Module Name	Educational Linguistics 211
Alpha-numeric Code	ELD211
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	First Semester

Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092) BED (Senior Phase and FET) (4402, 4403, 4404)		
Year level	2		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain the relationship between theories of language development/acquisition and the kinds of empirical data that are used to support them. • Explain the phenomena of fossilization and interlanguage according to psychological and social interactional factors. • Explain the influence of the home language on the acquisition of additional languages. • Assess the relative importance of psychological factors such as identification and motivation in successful second language learning. • Demonstrate what error analysis reveals about the cognitive aspects of language learning. 		
Main Content	<p>The module will deal with the following topics:</p> <p>Child Language Development:</p> <ul style="list-style-type: none"> • Nativist theories; interactionist and constructivist perspectives; gender environmental, cultural and socio-economic influences in language development; socialization; stages of development • Psycholinguistic aspects of second language acquisition: • Fossilization; interlanguage; language transfer; overgeneralization and simplification; error analysis; cognitive theories of acquisition; motivation to learn; bilingualism and multilingualism • Critical overview of language teaching methodologies 		
Pre-requisite modules	ELD111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	28		
<i>Other:</i>	0		
Total Learning Time	100		

Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
Assessment Module type	Continuous and Final Assessment (CFA)
Faculty	Education
Home Department	Language Education
Module Topic	Evaluating Text
Generic Module Name	Educational Linguistics 212
Alpha-numeric Code	ELD212
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (5Yr) (Languages and Life Orientation) (4091)
Year level	2
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Assess the purposes of various text types, including their potentially multipurpose nature. Account for the role of the reader in comprehending and interpreting text, with the consideration to readers' interests and motivation in reading. Critically assess the relationship of electronic to print media and how genres have been conditioned by technology. Assess the suitability of reading material for young learners according to the relevant criteria. Edit their own writing and that of others with a view for improvement.
Main Content	The module will deal with the following topics: How genres are formed: <ul style="list-style-type: none"> Functional, stylistic and content aspects of genres; textual conventions and innovations; oral and written genres; multimodal communication and media Criteria for evaluating texts: Fitness for purpose; suitability of content for audience; writer's use and command of language; level of difficulty; originality and attractiveness; factual accuracy; propagation and/or challenging of values Editing text: Detection of errors; stylistic improvement; ensuring coherence and readability; consistency of usage of terminology; disambiguation; meaningful elaboration; avoiding prolixity and obscurity
Pre-requisite modules	ELD111
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	32	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	5	<i>Tutorials p.w.</i>	1	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	0			
<i>Selfstudy:</i>	35			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Evaluating Text
Generic Module Name	Educational Linguistics 221 for Afrikaans Teachers
Alpha-numeric Code	ELA221
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BED (Senior Phase and FET) (4402, 4403, 4404)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the structure of Afrikaans language • Demonstrate knowledge and understanding of the different genres in Afrikaans literature • Assess the purposes of various text types, including their potentially multipurpose nature • Account for the role of the reader in comprehending and interpreting text, with due consideration to readers' interests and motivations in reading • Critically assess the relationship of electronic to print media and how genres have been conditioned by technology • Assess the suitability of reading material for young learners according to the relevant criteria • Edit their own writing and that of others with a view to improvement
Main Content	<ul style="list-style-type: none"> • Literature genres in Afrikaans (drama, poetry, short stories, novel) • How genres are formed; functional, stylistic and content aspects of genres; textual conventions and innovations; oral and written genres, multimodal communication and media

	<ul style="list-style-type: none"> Criteria for evaluating texts: fitness for purpose; suitability of content for audience; writer's use and command of language; level of difficulty; originality and attractiveness; factual accuracy; propagation and/or challenging of values Editing text: detection of errors; stylistic improvement; ensuring coherence and readability; consistency of usage and terminology; disambiguation; meaningful elaboration; avoiding prolixity and obscurity Grammar and structure of Afrikaans language 		
Pre-requisite modules	Style and Structure in Language		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2
Assignments & tasks:	20	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	1
Assessments	10		
Selfstudy	28		
Other: Please specify			
Total Learning Time	100		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Evaluating Text
Generic Module Name	Educational Linguistics 221 for English Teachers
Alpha-numeric Code	ELE221
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BED (Senior Phase and FET) (4402, 4403, 4404)
Year level	2
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the structure of English language Demonstrate knowledge and understanding of the different genres in English literature Assess the purposes of various text types, including their potentially multipurpose nature Account for the role of the reader in comprehending and interpreting text, with due consideration to readers' interests and motivations in reading

	<ul style="list-style-type: none"> • Critically assess the relationship of electronic to print media and how genres have been conditioned by technology • Assess the suitability of reading material for young learners according to the relevant criteria • Edit their own writing and that of others with a view to improvement 			
Main Content	<ul style="list-style-type: none"> • Literature genres in English (drama, poetry, short stories, novel) • How genres are formed; functional, stylistic and content aspects of genres; textual conventions and innovations; oral and written genres, multimodal communication and media • Criteria for evaluating texts: fitness for purpose; suitability of content for audience; writer's use and command of language; level of difficulty; originality and attractiveness; factual accuracy; propagation and/or challenging of values • Editing text: detection of errors; stylistic improvement; ensuring coherence and readability; consistency of usage and terminology; disambiguation; meaningful elaboration; avoiding prolixity and obscurity • Grammar and structure of English language 			
Pre-requisite modules	Style and Structure in Language			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2	
Assignments & tasks:	20	Practicals p.w.		
Practicals:	0	Tutorials p.w.	1	
Assessments	10			
Selfstudy	28			
Other: Please specify	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	Evaluating Text
Generic Module Name	Educational Linguistics 221 for isiXhosa Teachers
Alpha-numeric Code	ELX221
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)		
Year level	2		
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the structure of isiXhosa language • Demonstrate knowledge and understanding of the different genres in isiXhosa literature • Assess the purposes of various text types, including their potentially multipurpose nature • Account for the role of the reader in comprehending and interpreting text, with due consideration to readers' interests and motivations in reading • Critically assess the relationship of electronic to print media and how genres have been conditioned by technology • Assess the suitability of reading material for young learners according to the relevant criteria • Edit their own writing and that of others with a view to improvement 		
Main Content	<ul style="list-style-type: none"> • IsiXhosa Traditional Literature genres • IsiXhosa Modern Literature genres • How genres are formed; functional, stylistic and content aspects of genres; textual conventions and innovations; oral and written genres, multimodal communication and media • Criteria for evaluating texts: fitness for purpose; suitability of content for audience; writer's use and command of language; level of difficulty; originality and attractiveness; factual accuracy; propagation and/or challenging of values • Editing text: detection of errors; stylistic improvement; ensuring coherence and readability; consistency of usage and terminology; disambiguation; meaningful elaboration; avoiding prolixity and obscurity • Grammar and structure of isiXhosa language 		
Pre-requisite modules	Style and Structure in Language		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2
Assignments & tasks:	20	Practicals p.w.	
Practicals:	0	Tutorials p.w.	1
Assessments	10		
Selfstudy	28		
Other: Please specify	0		
Total Learning Time	100		

Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
Assessment Module type	Continuous and Final Assessment (CFA)
Faculty	Education
Home Department	Language Education
Module Topic	English Home Language and Literacy
Generic Module Name	English Home Language Literacy 111
Alpha-numeric Code	ELT111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the stages of children's home language development during the first six years. • Demonstrate knowledge and understanding of the theories underpinning children's home language development. • Identify barriers to children's language development and how to address them. • Demonstrate knowledge of the phonetic and grammatical structure of home language structure (e.g. Phonics, syntax, semantics, grammar, etc.). • Demonstrate competence in using their home language for teaching. • Demonstrate knowledge and understanding of young children's literature in the home language. • Show an understanding of the use of ICT in language and literacy development.
Main Content	<ul style="list-style-type: none"> • Home Language development in young learners (and the stages of home language development). • Theories of home language development. • Factors influencing early language development. • Barriers to early language development (3 – 6 years) • English Home language structure (phonetics, phonology, syntax, semantics, etc.). • English Grammatical Features, Parts of Speech and their functions: Nouns, Verbs, Adjectives, Adverbs, Conjunctions, Prepositions, etc.) • English Home Language Literature for young children: Poetry, Stories, Folklore, Drama, etc. • ICT and language literacy development
Pre-requisite modules	None
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	English Home Language and Literacy Teaching
Generic Module Name	English Home Language and Literacy Teaching 211
Alpha-numeric Code	ELT211
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase) (4517)
Year level	2
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Show knowledge and understanding of literacy conceptualizations and early literacy development. • Analyze a variety of literacy conceptualizations and models in relation to home language literacy. • Demonstrate an understanding of the different approaches to home literacy development in the early years of schooling. • Identify and address barriers to children's literacy development.
Main Content	<ul style="list-style-type: none"> • Literacy Conceptualisations and Literacy Models • Developing Listening and Speaking skills • Reading in the Home Language • Oral, written and comprehension skills • Grammar and syntax • Barriers to early literacy development (in the home language)
Pre-requisite modules	ELT111
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	English Home Language Literacy Teaching
Generic Module Name	English Home Language Literacy Teaching 311
Alpha-numeric Code	ELT311
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of language curriculum policies for the FP. • Demonstrate knowledge and understanding of the different approaches to reading and writing literacy instruction. • Apply the different approaches to enrich young children's reading and writing. • Set up FP classrooms to support emergent literacy design reading and writing lesson plans for the FP classroom. • Assess reading and writing as literacy outcomes. • Provide support to learners experiencing reading and writing difficulties.
Main Content	<ul style="list-style-type: none"> • The FP language curriculum. • Approaches and theories to Reading Instruction. • Approaches and theories of writing literacy instruction. • Approaches to literacy development in the Foundation Phase. • Teaching handwriting in the Foundation Phase. • Teaching Grammar in the FP

	<ul style="list-style-type: none"> Teaching children's literature Materials design for home language literacy. Designing lesson plans for home language literacy development. Assessment of reading and writing literacy. 		
Pre-requisite modules	ELT211		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	80		
<i>Selfstudy:</i>	85		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	English Home Language Literacy Teaching
Generic Module Name	English Home Language Literacy Teaching 411
Alpha-numeric Code	ELT411
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Apply different instructional approaches to reading and writing. Design foundation phase literacy programmes. Teach home language literacy skills and children's literature. Design reading and writing assessment tasks for the foundation phase classroom. Provide support to learners with reading and writing difficulties. Enact/transact literacy practices and/or development in the foundation phase classrooms by means of research. Conceptualise and present seminar research papers based on foundation phase literacy practices.

Main Content	<ul style="list-style-type: none"> • Development of children's writing skills. • The reading and writing development continuum. • Multimodality in reading and writing in the Foundation Phase. • Critical literacy in the Foundation Phase classroom. • Text-based approaches to writing in the Foundation Phase. • Reading and writing across the curriculum. • Children's literature. • Research on literacy practices in the Foundation Phase classrooms. • Assessment in reading and writing. 		
Pre-requisite modules	ELT311		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	80		
<i>Selfstudy:</i>	85		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching Economic and Management Sciences (EMS)
Generic Module Name	Method of Teaching Economic and Management Sciences (EMS) 401
Alpha-numeric Code	EMM401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Social Sciences and EMS) (4514)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Analyse and critique the NCS principles underpinning the NCS of EMS at GET level. • Conceptual understanding of definitions, values and human rights issues.

	<ul style="list-style-type: none"> • Critique of the seven roles of the educator, and the associated practical, foundational and reflexive competences within each of these seven roles as outlined in the Norms and Standards for Educators document and applied to EMS. • Demonstrate foundational, practical and reflexive competence in the Grade 10 Accounting, Business Studies and Economics pertaining to the seven roles of the educator in the presentation of lessons with specific reference to assessment policy and practices. • Evaluate the Grade 7 to 9 textbooks for their relevancy, socially-critical approach and design features. • Engage in research to improve teaching and learning in EMS in SA. • Write a research report based on a case study of the teaching and learning of Accounting/Business Studies/Economics at Grade 10 level. 			
Main Content	<ul style="list-style-type: none"> • NCS for Accounting/Business Studies/Economics as policy document • Assessment policies practices in the Grades, 7, 8 and 9 classroom Development of lesson plans • Critique and engagement with the different roles and competences of the educator • Resource exploration, utilisation and application • Analysis and evaluation of the EMS textbook at SP level • Teaching and learning developments in the Accounting/Business Studies/Economics classroom • Lesson planning and presentation: Themes in teaching (Human rights and environmental issues in business and the economy; importance of effective management; role of the entrepreneur; market research and feasibility studies; role of SMEs in economic growth) 			
Pre-requisite modules	EMM301			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	0	
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	15	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	10			
<i>Selfstudy:</i>	60			
<i>Other:</i>	15			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 70% Final Assessment (FA): 30%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	Department of Educational Psychology		
Module Topic	Introduction to Psychology in Education		
Generic Module Name	Introduction to Psychology in Education 141		
Alpha-numeric Code	ESP141		
NQF Level	5		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Describe the role of psychology in education in South Africa. • Identify areas of professional psychological work. • Explain the biological bases of behaviour. • Analyse the impact of emotion, motivation and personality on learning. • Describe key aspects of brain functioning and the nervous system. • Explain the importance of brain functioning and nervous system in the learning process. • Distinguish between 'thinking', 'learning' and 'memory' as they apply in educational contexts. 		
Main Content	<ul style="list-style-type: none"> • Defining psychology • The history of psychology in education in South Africa • Types of psychology and registration categories • Biological bases of behaviour • Human emotion and motivation • The development of personality • Brain circuits and the nervous system • Sensation and perception • Thinking, learning and memory 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	28	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	40		
<i>Other:</i>	0		
Total Learning Time	100		

Methods of Student Assessment	Continuous Assessment (CA): 100%		
	Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Inclusive Education		
Generic Module Name	Introduction to Inclusive Education 142		
Alpha-numeric Code	ESP142		
NQF Level	5		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Distinguish between Specialised Education and Inclusive Education. • Describe inclusive education philosophy, its principles, legal and policy framework. • Explain “diversity”, “disability” and “needs”. • Analyse the impact of labels and labelling. • Identify special educational needs and barriers to learning and development. • Explain inclusive teaching and learning. • Critically analyse teaching practices. • Describe the role of Institutional Level Support Teams and District Based Support Teams. • Explain collaborative consultation. 		
Main Content	<ul style="list-style-type: none"> • Introduction to Specialised Education and Inclusive Education. • Inclusive Education principles and policy framework • Diversity, Disability or Needs • Labels and labeling • Introduction to barriers to learning and development • Inclusive Teaching • The role of Institutional Level Support Teams and District Based Support Teams • Collaborative consultation 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	28	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0

<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	40		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Department of Educational Psychology
Module Topic	Introduction to Psychology in Education
Generic Module Name	Introduction to Psychology in Education 143
Alpha-numeric Code	ESP143
NQF Level	5
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages (SP and FET) and Life Orientation (SP) (4402)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Describe the role of psychology in education in South Africa. • Identify areas of professional psychological work. • Explain the biological bases of behaviour. • Analyse the impact of emotion, motivation and personality on learning. • Describe key aspects of brain functioning and the nervous system. • Explain the importance of brain functioning and nervous system in the learning process. • Distinguish between 'thinking', 'learning' and 'memory' as they apply in educational contexts.
Main Content	<ul style="list-style-type: none"> • Defining psychology • The history of psychology in education in South Africa • Types of psychology and registration categories • Biological bases of behaviour • Human emotion and motivation • The development of personality • Brain circuits and the nervous system • Sensation and perception • Thinking, learning and memory
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	28	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	4			
<i>Selfstudy:</i>	40			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100%			
	Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Community Psychology in Education
Generic Module Name	Community Psychology in Education 241
Alpha-numeric Code	ESP241
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (4513), BEd (5y) (4091)
Year Level	2
Main Outcomes	<p>On completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Define community psychology. • Compare traditional applied psychology and community psychology. • Discuss the role of community psychology within the South African context. • Explain the theoretical perspectives that frame community psychology in education. • Discuss the values foregrounded by the discipline of community psychology and the application thereof in the Life Orientation classroom. • Describe how the roles of a community psychologist inform the role of a Life Orientation teacher. • Apply the knowledge obtained from the field of community psychology to develop interventions to enhance a sense of community and wellbeing in classrooms and schools.
Main Content	<ul style="list-style-type: none"> • Understanding community psychology • Developments in community psychology nationally and internationally • Theoretical perspectives in community psychology in education

	<ul style="list-style-type: none"> • Comparing traditional and community psychology approaches • Values and assumptions framing the discipline of community psychology • Relevance of roles of community psychologists for Life Orientation teachers. • Approaches and intervention strategies in community psychology relevant to Life Orientation teaching 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	27	<i>Practicals p.w.</i>	0
<i>Assessment:</i>	5	<i>Tutorials p.w.</i>	0
<i>Practicals:</i>	0		
<i>Selfstudy</i>	40		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psychological Intervention in Education
Generic Module Name	Psychological Intervention in Education 242
Alpha-numeric Code	ESP242
NQF Level	6
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (5Yr) (Languages and Life Orientation) (4091)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain intervention within education context. • Describe and evaluate various psycho-educational intervention approaches. • Analyze various barriers to learning and apply appropriate intervention strategies to address the barriers. • Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools.

Main Content	<ul style="list-style-type: none"> • Overview of school as a social institution • Intervention overview (meaning(s), purpose(s) target(s), methods and process); • Psycho-educational intervention approaches (counselling, direct teaching, consultation, remediation, mentoring, care and support, etc.); • Barriers to learning; • Specific intervention approaches for developmental and behavioural disorders (behavioural approaches of social learning including modeling, imitation, positive reinforcement, withdrawal of reward, timeout, brief social isolation, etc.); • Creating conducive classroom and school environments for learning. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	44	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	60		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Community Psychology in Education
Generic Module Name	Community Psychology in Education 251
Alpha-numeric Code	ESP251
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year Level	2
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Explain community psychology • Describe developments in community psychology locally and internationally.

	<ul style="list-style-type: none"> • Explain the theoretical perspectives that frame community psychology in education • Critique traditional approaches within mainstream psychology • Explain the values and assumptions underlying the discipline of community psychology • Describe approaches and intervention strategies within community psychology as it relates to the field of education 																								
Main Content	<ul style="list-style-type: none"> • Understanding community psychology • History of community psychology nationally and internationally • Theoretical perspectives in community psychology in education • Comparing traditional and community psychology approaches • Values and assumptions framing the discipline of community psychology • Approaches and intervention strategies in community psychology in education 																								
Pre-requisite modules	None																								
Co-requisite modules	None																								
Prohibited module Combination	None																								
Breakdown of Learning Time	<table border="1"> <thead> <tr> <th>Hours</th> <th>Time-table Requirement per week</th> <th>Other teaching modes that does not require time-table</th> </tr> </thead> <tbody> <tr> <td><i>Contact with lecturer / tutor:</i></td> <td>62</td> <td><i>Lectures p.w.</i> 3</td> </tr> <tr> <td><i>Assignments & tasks:</i></td> <td>24</td> <td><i>Practicals p.w.</i> 0</td> </tr> <tr> <td><i>Assessment:</i></td> <td>4</td> <td><i>Tutorials p.w.</i> 0</td> </tr> <tr> <td><i>Practicals:</i></td> <td>0</td> <td></td> </tr> <tr> <td><i>Selfstudy</i></td> <td>10</td> <td></td> </tr> <tr> <td><i>Other:</i></td> <td>0</td> <td></td> </tr> <tr> <td>Total Learning Time</td> <td>100</td> <td></td> </tr> </tbody> </table>	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table	<i>Contact with lecturer / tutor:</i>	62	<i>Lectures p.w.</i> 3	<i>Assignments & tasks:</i>	24	<i>Practicals p.w.</i> 0	<i>Assessment:</i>	4	<i>Tutorials p.w.</i> 0	<i>Practicals:</i>	0		<i>Selfstudy</i>	10		<i>Other:</i>	0		Total Learning Time	100	
Hours	Time-table Requirement per week	Other teaching modes that does not require time-table																							
<i>Contact with lecturer / tutor:</i>	62	<i>Lectures p.w.</i> 3																							
<i>Assignments & tasks:</i>	24	<i>Practicals p.w.</i> 0																							
<i>Assessment:</i>	4	<i>Tutorials p.w.</i> 0																							
<i>Practicals:</i>	0																								
<i>Selfstudy</i>	10																								
<i>Other:</i>	0																								
Total Learning Time	100																								
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%																								
Assessment Module type	Continuous and Final Assessment (CFA)																								

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psychological Intervention in Education
Generic Module Name	Psychological Intervention in Education 252
Alpha-numeric Code	ESP252
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)		
Year Level	2		
Main Outcomes	<p>On completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Explain intervention within education context; • Describe and evaluate various psycho-educational intervention approaches • Analyze various barriers to learning and apply appropriate intervention strategies to address barriers; • Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools. 		
Main Content	<ul style="list-style-type: none"> • Overview of school as a social institution • Intervention overview (meaning(s), purpose(s), targets(s), method(s) and process); • Psycho-educational intervention approaches (counseling, direct teaching, consultation, remediation, mentoring, care and support, etc.); • Barriers to learning; • Specific intervention approaches for developmental and behavioural disorders (behavioural approaches of social learning including modeling, imitation, positive reinforcement, withdrawal of reward, timeout, brief social isolation, etc.) • Creating conducive classroom and school environments for learning. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	28	<i>Practicals p.w.</i>	0
<i>Assessment:</i>	4	<i>Tutorials p.w.</i>	0
<i>Practicals:</i>	0		
<i>Selfstudy</i>	26		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Academic Literacy
Generic Module Name	Academic Literacy 101
Alpha-numeric Code	FAL101
NQF Level	5
NQF Credit Value	10

Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of the range of metacognitive and discourse-based strategies that will improve their ability to engage with academic reading and writing tasks. • Illustrate an awareness of the social, personal, cognitive and knowledge-building aspects of reading and writing. • Explore and use a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc. • Use basic technological tools to do calculations related to measurement, costs, percentages and interest. • Create, interpret and manipulate or transform basic statistical information (tables, charts, graphs, etc.).
Main Content	<p>Reading for Learning</p> <ul style="list-style-type: none"> • Active reading skills and strategies across a range of disciplines: predicting, skimming, scanning, understanding textual organization and recognizing key discourse features • Making notes • Summarizing • Using discourse and language clues to track the development of an argument and identify/evaluate the author's position and evidence • Critical language awareness: recognizing the impact of language choices and patterns <p>Writing for Learning</p> <ul style="list-style-type: none"> • Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc. • Understanding that writing takes place in particular contexts and situations, and has particular goals for particular audiences • Developing authorial voice and adapting that voice to different audiences • Planning, brainstorming, drawing up outlines, structuring an argument using appropriate discourse features, etc. • Drafting • Editing, carrying out on-line writing or other tasks • Using technological tools to convert data into charts or graphs

	<ul style="list-style-type: none"> Accurately interpreting tables, graphs and charts, manipulating or transforming data, and writing up analyses. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	21		
<i>Assessments:</i>	18		
<i>Selfstudy:</i>	19		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development
Generic Module Name	Child Development 111
Alpha-numeric Code	FCD111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Define development and discuss the fundamental issues in developmental psychology. Explain how children develop holistically and within a socio-cultural context. Discuss significant aspects of development from conception to grade r. Discuss key concepts within theories of development and learning in infancy and early childhood. Explain underlying assumptions of theories of play. Apply theories of child development in classroom and school settings. Explain the educational implications of developmental theory. Identify systemic/contextual factors that impact on development.

Main Content	<ul style="list-style-type: none"> • What is child development? • Fundamental issues in developmental psychology. • Eco-systemic approach to understanding development • Physical development (0-6 years) • Beginnings: Heredity, Prenatal development and birth • Physical growth and motor development • Theories of Development • Psycho-social development (0-6 years) • Cognitive development (0-6 years) • Theories of Play. • Implications for development and learning • Factors impacting on development: family, school, media and society. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	12		
<i>Selfstudy:</i>	52		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Child Development
Generic Module Name	Child Development 211
Alpha-numeric Code	FCD211
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase) (4517)
Year level	2
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Discuss significant aspects of development in middle childhood and adolescence.

	<ul style="list-style-type: none"> • Discuss key concepts within theories of development and learning in middle childhood and adolescence. • Explain the impact of physical, emotional, social and cognitive development on learning. • Discuss and debate notions of intelligence. • Apply theories of development and learning to the foundation phase classroom. • Identify systemic/contextual factors that impact on learning and academic achievement. 			
Main Content	<ul style="list-style-type: none"> • Physical development (7-18 years). • Theories of development • Psycho-social development (7-18 years) • Cognitive development (7-18 years) • Theories of learning. • Intelligence • Implications for teaching and learning. • Factors impacting on learning and achievement in the Foundation Phase: family, school, media and society. 			
Pre-requisite modules	FCD111			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	2	
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	22			
<i>Selfstudy:</i>	82			
Total Learning Time	200			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Creative Arts Modalities for Foundation Phase
Generic Module Name	Foundation Phase Creative Arts 211
Alpha-numeric Code	FPC211
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	BEEd (Foundation Phase Teaching) (4517)		
Year level	2		
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Discuss the Foundation phase curriculum looking specifically at creative arts such as music, drama, visual art, dance, physical education and movement. • Explain and apply the importance of creativity in the foundation phase in the form of music, drama, visual arts, physical education and dance. • Demonstrate the need for the holistic development of the child through music, drama, creative art, dance and movement. • Integrate these modalities into other subject areas of the curriculum. • Design resource materials to enhance the implementation of the creative arts performance modalities. • Design integrated lesson plans and assessments activities. 		
Main Content	<ul style="list-style-type: none"> • CAPS and the creative arts • Music for the foundation phase learner • Drama for the foundation phase learner • Visual Art for the foundation phase learner • Dance/movement/Physical Education for the foundation phase learner • Resource development for the creative arts modalities • Lesson planning and assessments for the creative arts modalities • Integration of the creative arts modalities across the foundation phase curriculum. 		
Pre-requisite modules	FLS111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2
Assignments & tasks:	12	Tutorials p.w.	0
Practicals:	15	Practicals p.w.	2
Assessments	15		
<i>Selfstudy</i>	30		
Other: Work based project	0		
Total Learning Time	100		
			<p>Online/blended learning</p> <p>Face-to-face (Block sessions) YouTube, google drive</p> <p>The lesson plan will provide evidence of multimodal records in the form of digital stories, videos, e-portfolios etc.</p>

				The assessment will be in the form of a portfolio of evidence in which the student will indicate their abilities to use and implement multimodal modalities in their teaching and learning
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Introduction to the Social and Physical Worlds
Generic Module Name	Foundation Phase Social Science, Science and Technology 211
Alpha-numeric Code	FPS211
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	2
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Describe and interrogate the connection between knowledge fields in the CAPS curriculum, i.e., beginner knowledge, social studies, natural sciences and technology • Explain and apply constructs in the social and physical world in the foundation phase curriculum (Beginner knowledge such as Social studies, Science, Technology, Coding and Robotics). • Interrogate and analyse the need for the holistic development of the child, and the affordances of knowledge and skills regarding social, scientific and technical knowledge of how the world functions, in developing 21st century skills in learners. • Discuss the intended and enacted curriculum in terms of lesson planning and assessment, looking specifically at Beginner Knowledge, Science, Technology and coding and robotics • Demonstrate basic knowledge and skills in science and technology for the foundation phase, amongst others, and a nuanced understanding of the tenets of science, and scientific processes. • Identify and interrogate how scientific knowledge is socially constructed, and how the teacher should

	bridge the social world and scientific world to assist learners in developing more nuanced worldviews. <ul style="list-style-type: none"> • Demonstrate the ability to integrate modalities such as scientific and critical thinking into other subject areas of the curriculum. 		
Main Content	<ul style="list-style-type: none"> • Aspects of Social Studies (Geog/History) for the foundation phase. • Aspects of science for the foundation phase. • Aspects of technology for the foundation phase. • Coding and Robotics to enhance the foundation phase of learner's cognitive development and skills. • Materials development to enhance their teaching and practice. • Integration and its implementation within all life skills topics in the foundation phase curriculum. 		
Pre-requisite modules	FLS111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2
Assignments & tasks:	12	Tutorials p.w.	0
Practicals:	15	Practicals p.w.	2
Assessments	15		
<i>Selfstudy</i>	30		
Other: Work based project	0		
Total Learning Time	100		
			Online/blended learning Face-to-face (Block sessions) YouTube, google drive The lesson plan will provide evidence of multimodal records in the form of digital stories, videos, e-portfolios etc. The assessment will be in the form of a portfolio of evidence in which the student will indicate their abilities to use and implement multimodal modalities in their teaching and learning
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Department of Educational Studies
Module Topic	Introduction to Educational Research
Generic Module Name	Introduction to Education Research 401
Alpha-numeric Code	FER401
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of basic research concepts. • Show an understanding of the process of conceptualizing and conducting educational research. • Evaluate the different methodologies used in research. • Formulate a research question and design an appropriate procedure for its investigation. • Read, critique and use research reports. • Write a research proposal. • Conduct classroom-based research.
Main Content	<p>Introduction to research in education</p> <ul style="list-style-type: none"> • Logic of research • Sources of Knowledge • Characteristics, nature and purpose of scientific inquiry. • Applying systematic research to education <p>Research types</p> <ul style="list-style-type: none"> • Quantitative research (and quantitative research designs) • Qualitative research (and qualitative research designs) • Mixed method research • Basic, applied, evaluation, and action research <p>Research problems, variables and hypotheses</p> <ul style="list-style-type: none"> • Sources of research problems • Research questions • Types of research variables <p>Research proposal</p> <ul style="list-style-type: none"> • Sections of a research proposal <p>Locating and reviewing related literature</p> <ul style="list-style-type: none"> • Purpose of reviewing related literature • Sources of literature • The phases of a literature review • Ethics and research <p>Methods of data collection, presentation and analysis</p> <ul style="list-style-type: none"> • Methods of data collection • Developing data gathering instruments • Data presentation

	<ul style="list-style-type: none"> Quantitative and qualitative methods of data analysis Research population and sampling <ul style="list-style-type: none"> Research population Sampling in research Types of sampling procedures Validity and reliability in research		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	125		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Department of Educational Studies
Module Topic	Becoming a Foundation Phase Teacher
Generic Module Name	Educational Studies 111
Alpha-numeric Code	FES111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Explain the role of education in society. Demonstrate an understanding of the link between the contextual, the institutional and the foundation phase programme. Discuss theories related to developing a professional and pedagogical identity. Explain different conceptions of childhood from a sociological perspective.
Main Content	<ul style="list-style-type: none"> Philosophical underpinnings of the role of education in society with an understanding of the child in global context.

	<ul style="list-style-type: none"> • The link between the contextual, the institutional and the FP programme: importance of an articulated personal theory of professional development. • Theories on developing a professional and pedagogical identity, e.g. teaching artistry; nature of relationships in education; and conceptions of and approaches to creativity in relation to personal identity. • Conceptions of childhood from a sociological perspective. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	6		
<i>Selfstudy:</i>	68		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Department of Educational Studies
Module Topic	Pedagogy for the young
Generic Module Name	Educational Studies 211
Alpha-numeric Code	FES211
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of curriculum theory pertaining to working with young children. • Describe and apply different pedagogical practices for the young. • Demonstrate an understanding of the importance of assessment in making curriculum decisions. • Discuss the link between curriculum, pedagogy and assessment. • Explain the role of ict in education.

Main Content	<ul style="list-style-type: none"> • Curriculum theories • Defining Pedagogy • Different Pedagogical approaches for the Foundation Phase e.g. programme approach, open-framework approach and child-centred approach. • Assessment and Assessment Strategies. • The link between curriculum, assessment and the different pedagogical approaches. • ICT in education • Theory, role, application and limitations of ICT in education. 		
Pre-requisite modules	FES111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	84		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Inclusive Education
Generic Module Name	Inclusive Education 301
Alpha-numeric Code	FIE301
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Distinguish between Specialised Education and Inclusive Education. • Describe inclusive education philosophy, its principles, legal and policy framework. • Explain diversity, disability and needs. • Analyse the impact of labels and labeling.

	<ul style="list-style-type: none"> Identify special educational needs and barriers to learning and development. Explain inclusive teaching and learning. Critically analyse teaching practices. Describe the role of Institutional Level Support Teams and District Based Support Teams. Initiate collaborative consultation. 			
Main Content	<ul style="list-style-type: none"> Introduction to Specialised Education and Inclusive Education. Inclusive Education principles, policy framework and practices. Diversity, Disability or Needs. Labels and labeling. Introduction to barriers to learning and development. Inclusive teaching and learning. The role of Institutional Level Support Teams and District Based Support Teams. Collaborative consultation. E-inclusion 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	63	<i>Tutorials p.w.</i>	3	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	56			
<i>Selfstudy:</i>	88			
<i>Other:</i>	0			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Life Skills
Generic Module Name	Life Skills 111
Alpha-numeric Code	FLS111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Apply newly developed intra and interpersonal skills in their interactions with foundation phase learners. • Identify children at risk. • Explain how teachers can foster and develop resilience in children. • Understand the importance of support skills to better respond to children and parents (parental involvement and wellness). • Design and facilitate life skills classroom-based activities. • Apply appropriate teaching and learning strategies for teaching life skills in the foundation phase. • Develop and apply relevant assessment tools and methods • Explain and implement life skills curriculum topics in an integrated way. 		
Main Content	<ul style="list-style-type: none"> • The self: intra- and inter- personal development. • Defining life skills. • The theoretical foundations of a life skills approach. Different theoretical approaches to Life skills from Bandura to Mitchell. • Children at risk. • The Foundation Phase curriculum. • The role of educators in counseling care and support (ethics of care perspective). • Key features of life skills • Life skills concepts • Life skills teaching methodologies for Foundation Phase. • Designing and facilitating life skills programmes. • Assessment tools and methods in the Foundation Phase. • Materials design for teaching life skills in the Foundation Phase 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	12		
<i>Selfstudy:</i>	52		
<i>Other:</i>	0		
Total Learning Time	150		

Methods of Student Assessment	Continuous Assessment (CA): 100%		
	Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	Department of Educational Studies		
Module Topic	Practical Learning		
Generic Module Name	Practical Learning 101		
Alpha-numeric Code	FPL101		
NQF Level	5		
NQF Credit Value	15		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate disciplinary, pedagogical, practical, situational and fundamental learnings, as interpreters and designers of learning programmes and materials for teaching in Grade R. • Illustrate an orientation to teaching as a profession. • Teach in authentic and simulated teaching environments. • Prepare lesson plans, teach and reflect on lessons taught. • Demonstrate an informed understanding of issues relating to child protection. • Discuss the physical, social and instructional aspects of a functional classroom environment and ecology. 		
Main Content	<ul style="list-style-type: none"> • Analysis of teaching videos on classroom teaching, reflection on case studies of Grade R teachers and materials design relating to Grade R. • The role of play in learning at Grade R. • The South African Curriculum for Grade R • Teaching as a profession: learning from practice and the study of practice. • Knowledge of child protection policies and programmes in South Africa and elsewhere. • Essential elements of functional classrooms. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0

<i>Practicals:</i>	60	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	21		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	17		
<i>Other:</i>	10		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Practical Learning
Generic Module Name	Practical Learning 201
Alpha-numeric Code	FPL201
NQF Level	6
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate disciplinary, pedagogical, practical, situational and fundamental learnings, as interpreters and designers of learning programmes and materials for teaching in Grade 1. • Explain the concept of teaching as a profession. • Teach in authentic and simulated teaching environments. • Prepare and teach lesson plans, and reflect on lessons presented. • Show an understanding of the importance of parental involvement. • Examine and integrate relevant disciplinary areas within the lesson plans for Grade 1 teaching. • Employ appropriate methods to support Grade 1 learners with ICT. • Reflect on experiences as observer, assistant and teacher within a Grade 1 classroom. • Show an understanding of the principles of inquiry-based teaching and learning and design materials based on inquiry-based teaching.
Main Content	<ul style="list-style-type: none"> • Teacher professionalism. • Analysis of teaching videos, reflection on case studies of Grade 1 teachers. • The South African Curriculum for Grade 1: practical implications of teaching and learning in a Grade 1 classroom. • Models of parental involvement.

	<ul style="list-style-type: none"> • Lesson planning and integrating relevant disciplinary areas. • Use of ICT resources to support Grade 1 learners. • Principles of inquiry-based learning and inquiry-based materials design. 		
Pre-requisite modules	FPL101		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	80	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	21		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	20		
<i>Other:</i>	17		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Practical Learning
Generic Module Name	Practical Learning 301
Alpha-numeric Code	FPL301
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate disciplinary, pedagogical, practical, situational and fundamental learnings, as interpreters and designers of learning programmes and materials for teaching in Grade 2. • Demonstrate an understanding of teaching as a profession: the formal and material elements of teaching and the roles and competences of teachers. • Teach in authentic and simulated teaching environments. • Prepare and teach lesson plans, and reflect on lessons presented.

	<ul style="list-style-type: none"> • Implement classroom management strategies and strategies for building a disciplined classroom environment. • Integrate relevant disciplinary areas within the lesson plans for Grade 2 teaching. • Explain action research. • Design materials to accommodate children with special needs. • Acquaint Grade 2 learners with ICT. 		
Main Content	<ul style="list-style-type: none"> • Teacher professionalism: the formal and material elements of teaching as well as the role and competences of teachers within a South African context. • Analysis of teaching videos, reflection on case studies of Grade 2 teachers, and materials development relating to the knowledge mix. • The South African Curriculum for Grade 2: practical implications of teaching and learning in a Grade 2 classroom. • Classroom management and classroom discipline strategies. • Lesson planning and integrating relevant disciplinary areas for Grade 2. • Materials design for children with special needs. • Knowledge and use of ICT resources. 		
Pre-requisite modules	FPL201		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	140	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	25		
<i>Selfstudy:</i>	40		
<i>Other:</i>	32		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Department of Educational Studies
Module Topic	Practical Learning
Generic Module Name	Practical Learning 401
Alpha-numeric Code	FPL401
NQF Level	7
NQF Credit Value	30
Duration	Year

Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate disciplinary, pedagogical, practical, situational and fundamental learnings, as interpreters and designers of learning programmes and materials for teaching in Grade 3. • Demonstrate a critical and integrated understanding of teaching as a profession. • Demonstrate an understanding of the dynamic nature of schools in relation to communities by organizing programmes for learners, interacting with parents and other stakeholders through the formal school structures. • Teach in authentic and simulated teaching environments. • Prepare lesson plans, present lessons and reflecting on them. • Integrate relevant disciplinary areas within the lesson plans for Grade 3 teaching. • Implement strategies for classroom management and transformation. • Design materials for working with children with barriers to learning. • Demonstrate knowledge and use of ICT resources. 		
Main Content	<ul style="list-style-type: none"> • What is teachers' work? • Introduction to educational administration. • Analysis of teaching videos, reflection on case studies of Grade 3 teachers. The South African Curriculum for Grade 3: practical implications of teaching and learning in a Grade 3 classroom. • Classroom management and classroom discipline strategies. • Lesson planning and integrating relevant disciplinary areas for Grade 3. • Principles of action research. • Principles of materials design for Grade 3 learners and for children with barriers to learning. 		
Pre-requisite modules	FPL301		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	140	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		

<i>Assessments:</i>	25		
<i>Selfstudy:</i>	40		
<i>Other:</i>	32		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Number, Numeration, the Four Basic Operations and Fractions
Generic Module Name	Foundation Phase Mathematics 111
Alpha-numeric Code	FPM111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify numbers represented in ancient numeration systems. • State and exemplify the importance of the 'place value' concept in the development of numeration systems leading to the hindu-arabic numeration system. • Translate number representations from one numeration system to another. • Perform basic calculations in ancient numeration systems and control for their corrections using the hindu-arabic systems. • Design and use concrete materials for the development of addition, subtraction, multiplication and division of whole and fractions. • Identify young children's acquisition of number and operations—from various forms of counting to using number as an abstract category.
Main Content	<ul style="list-style-type: none"> • Place value in the Mayan, Egyptian, Roman and Hindu-Arabic numeration systems. • Translation of numbers between the Mayan, Egyptian, Roman and Hindu-Arabic numeration systems. • Basic operations in Mayan, Egyptian and Roman systems and control of their solutions through the use of the Hindu-Arabic system. • Basic operations in base 2 and 5. • The concept of a fraction. • Rules and conventions governing whole number operations: Commutativity, associativity, distributivity, identity elements, partitive and measurement division,

	closure, factors, multiples and inverse operations. <ul style="list-style-type: none"> • Order of operations. • Sets and basic operations as binary operations. • Acquisition of number and number operations by young children. • Selection, design and use of concrete representations of Hindu-Arabic numbers for the development of basic operations with whole numbers and fractions. • Number and number operations in the South African Foundation Phase school curriculum. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	54		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Shape, Space, Measurement and Data Handling
Generic Module Name	Foundation Phase Mathematics 211
Alpha-numeric Code	FPM211
NQF Level	6
NQF Credit Value	20
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	2
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Classify 2 and 3 dimensional shapes using different attributes of the shapes. • Compose and decompose 2 dimensional shapes using different 2-dimensional shapes. • Decompose 3 dimensional shapes into nets. • Describe and design patterns using tessellations and transformations.

	<ul style="list-style-type: none"> Determine area, surface area, mass and volume practically. Collect, organise, represent, analyse, interpret and report data. Determine and interpret measures of central tendencies of a data set. Identify and comment on misleading statistics. Identify and apply didactical designs for foundation phase learners' acquisition of geometric and statistical constructs. 		
Main Content	<ul style="list-style-type: none"> Definitions of basic geometric entities. Triangles, quadrilaterals, circles. Parallelism and symmetry. Length, mass, perimeter, area, volume and surface area. Platonic solids. Populations and sample. Mean, median, mode. Data representation: tables and graphs. Development of young children's geometric and statistical thinking. Didacticalisation of geometric and statistical concepts for accessibility for Foundation Phase learners. 		
Pre-requisite modules	FPM111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	94		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Barriers to Learning Mathematics
Generic Module Name	Foundation Phase Mathematics 311
Alpha-numeric Code	FPM311
NQF Level	6
NQF Credit Value	30
Duration	Semester

Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify and explain the key issues characterising learning difficulties. • Analyse factors that contribute to difficulties in the learning of mathematics. • Design, evaluate and implement a mathematics assessment programme which provides for individual and group diagnosis and which includes a wide variety of instruments – standardised, teacher constructed and informal. • Identify learners who are experiencing difficulty in the learning of mathematics and those so gifted in mathematics that they need special attention. • Adapt mathematics teaching to individual needs and learning conditions. • Select, evaluate and modify resources for programming.
Main Content	<p>Key issues in learning difficulties</p> <ul style="list-style-type: none"> • Issues associated with conceptualizing learning difficulties • Definitions used in South Africa and related issues • Debates over instructional approaches <p>Understanding learning difficulties in numeracy</p> <ul style="list-style-type: none"> • Within the learner factors • School Factors • Family factors • Community factors <p>Assessment in numeracy</p> <ul style="list-style-type: none"> • Early identification • Screening, identification and assessment strategy <p>Teaching learners with learning difficulties in mainstream classrooms</p> <ul style="list-style-type: none"> • Behavioural perspective • Cognitive perspective • Balanced instruction • Differentiation <p>Supporting Learners with mathematical difficulties</p> <ul style="list-style-type: none"> • Strategies for problem solving; • Strategies for developing mathematics concepts and vocabulary in learners; • Strategies for developing reasoning and thinking skills; • Strategies for improving computation skills; • Strategies for preventing and alleviating mathematics anxiety; • Strategies for improving concentration and memory; • Strategies for improving the reading ability of the learner; • Strategies for addressing the needs of gifted learners.

Pre-requisite modules	FPM211		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	66	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	124		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Mathematical Thinking and Problem Solving
Generic Module Name	Foundation Phase Mathematics 411
Alpha-numeric Code	FPM411
NQF Level	7
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Apply problem solving techniques to solve elementary mathematical problems. • Record the problem-solving routes followed which deal with elementary mathematical problems. • Communicate the outcomes of results emanating from the engagement with elementary mathematical problems. • Assess the quality of outcomes of the problem-solving endeavours of others.
Main Content	<ul style="list-style-type: none"> • The mathematical processes of: • Specialisation • Generalisation • Conjecturing • Justification • Classification

	<ul style="list-style-type: none"> • Identification of the attributes of a mathematical statement and problem expansion (The mathematical topics will be restricted to natural numbers, elementary fractions and regular polygons). • Foundation phase learners' ways of solving mathematical problems. 		
Pre-requisite modules	FPM311		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	42	<i>Tutorials p.w.</i>	3
<i>Tutorials:</i>	0		
<i>Assessments:</i>	66		
<i>Selfstudy:</i>	150		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Teaching Natural Sciences
Generic Module Name	Method of Teaching Natural Sciences 301
Alpha-numeric Code	GSM301
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Social Sciences and EMS) (4514); BEd (Languages and Mathematics) (4515); BEd (Mathematics and Natural Sciences) (4516); BEd (Languages and Life Orientation, 5y) (4091); BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Learners should be able to demonstrate their ability to integrate education theory and policy with pedagogy. • Learners should assimilate the seven roles of the educator into the teaching and learning of relevant Natural Sciences lessons.

Main Content	Planning for Teaching and Learning I <ul style="list-style-type: none"> Developing educator and learner portfolio's Materials and resources development, I Reading and understanding the pedagogy of science education in: <ul style="list-style-type: none"> Environmental education in relation to global perspectives IT in science and technology Intrinsic and extrinsic science integration Barriers to learning in science Policies influencing science teaching (HIV/AIDS; Language etc.) Multi-cultural/level/lingual science teaching The reflective science educator Micro-teaching B		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	6		
<i>Selfstudy:</i>	30		
<i>Other:</i>	24		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Teaching Natural Sciences
Generic Module Name	Method of Teaching Natural Sciences 302
Alpha-numeric Code	GSM302
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516); BEd (Mathematics and Natural Sciences, 5Yr) (4092)
Year level	3
Main outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Demonstrate an application of educational theory to pedagogical practice.

	<ul style="list-style-type: none"> Consolidate the 7 roles of the educator into the teaching and learning of Natural Science through demonstration. 		
Main Content	Planning for teaching and Learning 2 <ul style="list-style-type: none"> Micro teaching Developing competencies in designing of lessons with emphasis on methods of assessment of learning. Designing Integrated Science-Indigenous Knowledge teaching and learning resources. Introduction to the DAIM (Dialogical Argumentation Instructional Model) as a teaching methodology. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	6		
<i>Selfstudy:</i>	30		
<i>Other:</i>	24		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Teaching Natural Sciences
Generic Module Name	Method of Teaching Natural Sciences 401
Alpha-numeric Code	GSM401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Learners should be able to demonstrate their ability to integrate education theory and policy with pedagogy. Learners should assimilate the seven roles of the educator into the teaching and learning of relevant Natural Sciences lessons.

Main Content	Planning for Teaching and Learning II <ul style="list-style-type: none"> Regional and international comparative studies in science education Reading and research of science education literature To engage students with the curriculum for teaching and learning of Natural Sciences at the Senior Phase (Grades 7, 8, 9) of GET as advised by NCS 2002 Research into teaching and learning in the science classroom II Materials and resource development II Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the relevance of the Natural Sciences Micro-teaching C		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	44	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	46	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	6		
<i>Selfstudy:</i>	30		
<i>Other:</i>	24		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	HIV Counselling
Generic Module Name	HIV Counselling 200
Alpha-numeric Code	HIV200
NQF Level	6
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (4513, 4091)
Year level	2
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Communicate accurate understanding of their roles and responsibilities as teachers in the age of HIV/AIDS by

	<p>stating at least five specific roles of educators which are different from their traditional role;</p> <ul style="list-style-type: none"> • Be capable of discussing the implications of negative discriminatory attitudes towards persons infected by HIV or affected by HIV/AIDS, why it is important not to discriminate and what to do to avoid discriminating against persons infected with HIV or affected by HIV/AIDS. • Communicate accurate understanding of the human rights of children and parents by stating specifically at least five children's rights and how educators acknowledge and respect these in their classrooms; • Demonstrate understanding of the concepts of care and support by accurate definition of the concepts including stating the different types of care and support to provide for learners infected by HIV or affected by HIV/AIDS and how to provide these care and support; • Describe concisely how to develop a health promoting and supportive school environment for learners as well as supportive community environment for teachers and parents in the context of HIV/AIDS. • Demonstrate different intervention strategies in crisis situations related to HIV/AIDS (therapy, voluntary testing and counseling, care and support for persons infected with HIV or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.)
Main Content	<ul style="list-style-type: none"> • The module will feature lectures, discussions and individual or group presentations and demonstrations around the following: • The changing roles and responsibilities of educators in the age of HIV/AIDS; • Attitudes and Attitude change towards HIV/AIDS infected and affected; • Human and Children's rights and how these affect HIV/AIDS infected and affected; • Care and Support (meanings, types, provisions) for HIV/AIDS infected and affected; • Voluntary Testing and Counselling • Maintaining a health promoting school environment – Universal precautions • Basic counseling/communication/interview skills- why educators need basic counseling skills and how to make use of the skills to intervene in problem situations related to HIV/AIDS.
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2	
Assignments & tasks:	42	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	0			
Selfstudy	30			
Other: Please specify	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	HIV Counselling
Generic Module Name	HIV Counselling 201
Alpha-numeric Code	HIV201
NQF Level	6
NQF Credit Value	10
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Communicate accurate understanding of their roles and responsibilities as teachers in the age of HIV/AIDS by stating at least five specific roles of educators which are different from their traditional role; • Be capable of discussing the implications of negative discriminatory attitudes towards persons infected by HIV or affected by HIV/AIDS, why it is important not to discriminate and what to do to avoid discriminating against persons infected with HIV or affected by HIV/AIDS. • Communicate accurate understanding of the human rights of children and parents by stating specifically at least five children's rights and how educators acknowledge and respect these in their classrooms; • Demonstrate understanding of the concepts of care and support by accurate definition of the concepts including stating the different types of care and support to provide for learners infected by HIV or affected by HIV/AIDS and how to provide these care and support; • Describe concisely how to develop a health promoting and supportive school environment for learners as well as supportive community environment for teachers and parents in the context of HIV/AIDS.

	<ul style="list-style-type: none"> • Demonstrate different intervention strategies in crisis situations related to HIV/AIDS (therapy, voluntary testing and counseling, care and support for persons infected with HIV or affected by HIV/AIDS including orphans, trauma counseling, bereavement counseling etc.) 			
Main Content	<p>The module will feature lectures, discussions and individual or group presentations and demonstrations around the following:</p> <ul style="list-style-type: none"> • The changing roles and responsibilities of educators in the age of HIV/AIDS; • Attitudes and Attitude change towards HIV/AIDS infected and affected; • Human and Children's rights and how these affect HIV/AIDS infected and affected; • Care and Support (meanings, types, provisions) for HIV/AIDS infected and affected; • Voluntary Testing and Counselling • Maintaining a health promoting school environment – Universal precautions • Basic counseling/communication/interview skills- why educators need basic counseling skills and how to make use of the skills to intervene in problem situations related to HIV/AIDS. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	62	Lectures p.w.	3	
Assignments & tasks:	28	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	0			
Selfstudy	10			
Other: Please specify	0			
Total Learning Time	100			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Health Promoting Schools
Generic Module Name	Health Promoting Schools 212
Alpha-numeric Code	HPS212
NQF Level	6
NQF Credit Value	10
Duration	Semester

Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEEd (Languages and Life Orientation, 5y) (4091)		
Year level	2		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate sound theoretical understanding of the concept. • Understand the process and development of health promoting schools internationally and nationally. • Transform schools into health promoting sites. • Collaborate with education support service personnel to meet the needs of learners. • Develop partnerships with parents and communities to ensure the well-being of our youth. 		
Main Content	<ul style="list-style-type: none"> • The HPS concept • National policy in relation to HPS in South Africa • How HPS can play a role in addressing some of the major health problems impacting on the well-being of children in South Africa • Understanding the school as a system and how this impacts upon the development and sustainability of a health promoting school • Understanding the challenges and opportunities of working inter-sectorally and practical strategies for working with other sectors, departments and institutions in the process of establishing a HPS • Strategies for implementing the HPS concept in South Africa – how HPS has been implemented in different contexts • Monitoring and evaluation of HPS 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	Language Education (Foundation)		
Module Topic	English Language Study (SF)		
Generic Module Name	English Language Study 151		
Alpha-numeric Code	LAN151		
NQF Level	5		
NQF Credit Value	15		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Languages and Life Orientation, 5y) (4091) BEd (Mathematics and Natural Sciences, 5y) (4092)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Write a clear, logically developed argument with minimal English grammatical errors. • Have a metalanguage for discussing linguistic choices. 		
Main Content	<ul style="list-style-type: none"> • Skills Enhancement (reading/writing/vocabulary): • Practising reading strategies and skills, improving vocabulary range and working on fluency and accuracy of writing • Key grammatical terms for metalinguistic awareness and knowledge • Simple, compound and complex clauses • Linking clauses and paragraphs • Structuring an argument: stages, key linguistic features, modality, signalling stance towards information and making claims • Vocabulary development • Summary and paraphrase skills: using academic sources, avoiding plagiarism 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	96	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	24	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	30		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Arithmetic, Geometry for Prospective Teachers of the Senior Phase (grades 7 – 9)
Generic Module Name	Mathematics (BEd) 111
Alpha-numeric Code	MAE111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092) BEd (Senior Phase and FET) (4401, 4403, 4405)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate an informed understanding, manipulative competence and the command of cognitive and conceptual tools to deal with arithmetic and geometry in terms of: <ul style="list-style-type: none"> • Number systems • Set theory • Modular arithmetic • Abstract algebra concepts such as groups and rings
Main Content	<ul style="list-style-type: none"> • Numeration systems and the development and establishment of place value of the Hindu-Arabic system. • Elementary set theory, relations and functions • The sets of natural (\mathbb{N}) and counting numbers (\mathbb{N}_0) and their properties • The fundamental theorem of arithmetic. • The division algorithm and divisibility tests. • Modular arithmetic. The RSA cryptography system. • The set of integers (\mathbb{Z}) and properties of integers • The concept of a group and $(\mathbb{Z}, +)$, (\mathbb{Z}, \times) and $(\mathbb{Z}, -)$ as groups. • Line and triangle geometry (Synthetic approach): Structure of geometry, point, line, plane, geometric figure, curves, simple plane region. Congruence and similarity. Proofs related to lines and triangles. The theorem of Pythagoras. • Elementary probability: Basic concepts • Mathematical problem-solving and modelling <p>Graduate attributes covered</p> <ul style="list-style-type: none"> • A critical attitude towards knowledge
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	72	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	24	<i>Tutorials p.w.</i>	1	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	24			
<i>Selfstudy:</i>	30			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Arithmetic, Geometry and Algebra for Prospective Teachers of the Senior Phase (grades 7 – 9)
Generic Module Name	Mathematics (BEd) 121
Alpha-numeric Code	MAE121
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092) BEd (Senior Phase and FET) (4401, 4403, 4405)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate an informed understanding, manipulative competence and the command of cognitive and conceptual tools to deal with arithmetic and geometry of: <ul style="list-style-type: none"> • The set rational numbers • The set of real numbers • Abstract algebra concepts such as groups and rings • Polygons with focus on quadrilaterals • Elementary statistical concepts • Polynomial functions
Main Content	<ul style="list-style-type: none"> • Properties of $(\mathbb{Q}, +)$, (\mathbb{Q}, \times), $(\mathbb{Q}, +, \times)$. The concept of a field and the field of rational numbers. Rational numbers and fractions. • Properties of \mathbb{R} and the field of real numbers. Irrational numbers. Intervals of real numbers, absolute value, number and decimal representation of real numbers. Real numbers as infinite decimals. Fundamental operations including root extraction and exponentiation. Scientific notation of real numbers • Ratio. Elements of financial mathematics I. • Quadrilaterals and polygons. Definitions, properties, classifications, theorems.

	<ul style="list-style-type: none"> Elementary statistical concepts: Measures of central tendency. Functions and relations I. Definitions, domain, range, representational forms. Polynomial functions: algebra of polynomial functions. Solution of linear and quadratic equations: equality, equivalence, difference. Mathematical problem-solving and modelling <p>Graduate attributes covered</p> <ul style="list-style-type: none"> A critical attitude towards knowledge 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	72	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	24	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	24		
<i>Selfstudy:</i>	30		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Polynomial and Trigonometric Functions, Sequences and Series and Circle Geometry
Generic Module Name	Mathematics (BEd) 211
Alpha-numeric Code	MAE211
NQF Level	6
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4515, 4516) BEd (Mathematics and Natural Sciences ,5y) (4092) BEd (Senior Phase and FET) (4401, 4403, 4405)
Year level	2
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with polynomial and trigonometric functions, sequences and series and circle geometry. Apply this knowledge to solve mathematical problems.

Main Content	<ul style="list-style-type: none"> • Functions and relations: Polynomial functions: linear, quadratic, cubic functions. The factor and remainder theorem. Rational functions. Algebra of rational functions. Solution of equations including systems of equations. • Circle geometry: Angles subtended by chords (including the diameter). Cyclic quadrilaterals. • Trigonometry: Radian measure. Elementary trigonometric functions, periodicity, amplitude, solution of trigonometric equations. • Sequences and series: Recursion, arithmetic, geometric, harmonic, Fibonacci sequences. Mathematical induction. <p>Graduate attributes covered</p> <ul style="list-style-type: none"> • A critical attitude towards knowledge 		
Pre-requisite modules	Mathematics (BEd) 111 and Mathematics (BEd) 121 with an average of at least 50% for these two modules		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	72	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	24	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	24		
<i>Selfstudy:</i>	30		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Functions, Mensuration, Circle and Analytic Geometry
Generic Module Name	Mathematics (BEd) 221
Alpha-numeric Code	MAE221
NQF Level	6
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516); BEd (Mathematics and Natural Sciences ,5y) (4092) BEd (Senior Phase and FET) (4401, 4403, 4405)
Year level	2

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with circle geometry, mensuration, linear algebra and analytic geometry. • Apply this knowledge to solve mathematical problems. 			
Main Content	<ul style="list-style-type: none"> • Functions and relations: Exponential, logarithmic, absolute value, step function. Elements of financial mathematics. • Circle geometry: Tangents, inscribed and circumscribed polygons • Mensuration: Precision of measurement, measures in plane and space regions. Nets of solids. • Introductory linear algebra: Matrices, determinants, transformations. • Analytic geometry: Metrics, slopes. Tangency, parallelism, perpendicularity, loci. Graduate attributes covered <ul style="list-style-type: none"> • A critical attitude towards knowledge 			
Pre-requisite modules	None			
Co-requisite modules	Mathematics (BEd) 211			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	72	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	24	<i>Tutorials p.w.</i>	1	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	24			
<i>Selfstudy:</i>	30			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Intuitive Calculus and Exploring Mathematics with Computer Algebra Systems
Generic Module Name	Mathematics (BEd) 311
Alpha-numeric Code	MAE311
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092) BEd (Senior Phase and FET) (4401, 4403, 4405)

Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Have profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with intuitive developments of differentiation and integration, elementary differential equations. • Apply this knowledge to solve mathematical problems and develop elementary mathematical models. • Intellectually enriched to use a CAS to explore Mathematics. 		
Main Content	<ul style="list-style-type: none"> • Infinitesimal calculus: Intuitive developments of differentiation and integration restricted to polynomial functions. Differentiation of polynomial and rational functions. Intuitive development of integration restricted to polynomial functions. Integration of polynomial functions. The limit concept • Elementary differential equations. • Advanced notions of probability and statistics dealt with in school mathematics • Using CAS for computations related to the mathematical ideas and notions discussed in years 1 and 2. • Historical problems that facilitated the development of certain mathematical ideas • Mathematical problem solving • Mathematical modelling <p>Graduate attributes covered</p> <ul style="list-style-type: none"> • A critical attitude towards knowledge 		
Pre-requisite modules	MAE211 and MAE221		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	4
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	24	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	0		
<i>Assessments:</i>	24		
<i>Selfstudy:</i>	104		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Mathematical Problem Solving, Modelling and History of Mathematics		
Generic Module Name	Mathematics (B Ed) 321		
Alpha-numeric Code	MAE321		
NQF Level	7		
NQF Credit Value	20		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences ,5y) (4092)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Display intellectual knowledge by being able to reading and develop mathematics from historical sources. • Command a knowledge base to understand the forces that shaped and fashioned mathematics as a discipline. • Apply mathematical problem-solving strategies. • Develop elementary mathematical models. 		
Main Content	<ul style="list-style-type: none"> • The history of number, numeration systems, fractions. • The history of elementary algebra • Historical problems that facilitated the development of certain mathematical ideas. • Mathematical problem-solving • Mathematical modelling <p>Graduate attributes covered</p> <ul style="list-style-type: none"> • Develop a critical attitude to knowledge 		
Pre-requisite modules	MAE211 and MAE221		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	24	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	24		
<i>Selfstudy:</i>	104		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	SSME		
Module Topic	Method of Natural Science 301		
Generic Module Name	Method of Natural Science 301		
Alpha-numeric Code	NSM301		
NQF Level	6		
NQF Credit Value	30		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4405)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply their content knowledge to integrate education theory, content and curriculum policy with inquiry based pedagogy. • Learners should assimilate the seven roles of the educator into the teaching and learning of relevant Science lessons. 		
Main Content	<ul style="list-style-type: none"> • Planning for Teaching and Learning • Developing educator and learner portfolios • Materials and resources development • To engage students with the curriculum, content and pedagogy for teaching and learning of Natural Sciences at (Grades 7 – 9) of GET. • Reading and understanding the pedagogy of science education in: <ul style="list-style-type: none"> • Environmental education in relation to global perspectives • IT in science and technology • Intrinsic and extrinsic science integration • Barriers to learning in science • Policies influencing science teaching (HIV/AIDS; Language etc.) • Multi-cultural/level/lingual science teaching • The reflective science educator • Microteaching 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	3
Assignments & tasks:	50	Practicals p.w.	0
Practicals:	30	Tutorials p.w.	0
Assessments	20		

Selfstudy	106		
Other: Micro-teaching	40		
Total Learning Time	300		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	SSME
Module Topic	Method of Natural Science
Generic Module Name	Method of Natural Science 401
Alpha-numeric Code	NSM401
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4405)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply their content knowledge to integrate education theory, content and curriculum policy with inquiry based pedagogy. • Learners should assimilate the seven roles of the educator into the teaching and learning of relevant Natural Sciences lessons.
Main Content	<ul style="list-style-type: none"> • Regional and international comparative studies in science education • Reading and research of science education literature • To engage students with the curriculum, content and pedagogy for teaching and learning of Natural Sciences, Senior phase GET. • Research into teaching and learning in the science classroom I • Materials and resource development • Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the relevance of the Natural Sciences. • Barriers to Learning in Natural Sciences • Use of Information Communication Technology as a teaching tool • Practical micro-teaching.
Pre-requisite modules	NSM301
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	3
Assignments & tasks:	40	Practicals p.w.	0
Practicals:	30	Tutorials p.w.	0
Assessments	20		
Selfstudy	26		
Other: Micro-teaching	30		
Total Learning Time	200		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Afrikaans Second Additional Language
Generic Module Name	Afrikaans Second Additional Language 101
Alpha-numeric Code	SAL101
NQF Level	5
NQF Credit Value	10
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Name the South African official languages and the key features of the target language. Show basic understanding of the phonological and syntactic structure of the target language. Demonstrate knowledge of basic vocabulary in the target language. Construct simple sentences in the target language. Listen and respond appropriately to different forms of the target language used in different classroom situations. Demonstrate basic reading skills in Afrikaans. Create and write basic texts in Afrikaans. Demonstrate basic competence to use the target language for intervention in the classroom.
Main Content	<ul style="list-style-type: none"> Introducing South African Languages Afrikaans as an official language The structure of the target language: phonetics, phonology, syntax and semantics. Afrikaans and functional discourse in the classroom. Afrikaans in cultural contexts. Afrikaans and mediation across the curriculum.
Pre-requisite modules	None
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	21		
<i>Assessments:</i>	18		
<i>Selfstudy:</i>	19		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Second Additional Language for the Classroom
Generic Module Name	Second Additional Language 122/123/124
Alpha-numeric Code	SAL122/123/124
NQF Level	5
NQF Credit Value	10
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (SP and FET)
Year level	1
Main Outcomes	<p>On completion of the module students should be able to:</p> <ul style="list-style-type: none"> • Know the South African official languages and the key features of the target language • Show basic understanding of the syntactic structure of the language (isiXhosa or Afrikaans) • Demonstrate knowledge of basic vocabulary in the target language. • Construct simple sentences in the target language (isiXhosa or Afrikaans) • Have basic communication in the target language across the curriculum • Listen and respond appropriately to different forms of the language used in different classroom situations. • Demonstrate basic reading skills in isiXhosa or Afrikaans. • Create and write basic texts in isiXhosa or Afrikaans • Demonstrate basic competence to use the target language for intervention in the classroom
Main Content	<ul style="list-style-type: none"> • Introducing South African Languages • Key features of the target language/s (isiXhosa/Afrikaans)

	<ul style="list-style-type: none"> • Introduction and Greetings • Days of the Week • Counting • Nouns (and noun classes) and Verbs • Subject concords and Verbs • Sentence Construction (Simple sentences) • General classroom Commands • Encouragement and Discipline • Providing feedback to learners • Questioning (What? Where? When? Who? Which? Why? How?) • Adjectives and Adverbs • Prepositions • Communication across the curriculum/learning areas in the Senior Phase 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	Lectures p.w.	2
Assignments & tasks:	0	Practicals p.w.	0
Practicals:	15	Tutorials p.w.	1
Assessments	15		
Selfstudy	14		
Other:	0		
Total Learning Time	100		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Method of Teaching Social Sciences
Generic Module Name	Method of Teaching Social Sciences 301
Alpha-numeric Code	SSM301
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4404)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand the context of teaching Social Sciences in South African schools. • Understand and critique the general aims of the CAPS.

	<ul style="list-style-type: none"> • Critically engage with the CAPS descriptions of Geography. • Critically engage with the CAPS descriptions of History. • Draw up stimulating lesson plans for Social Science teaching. • Present the different sections of a Social Science lesson 		
Main Content	<ul style="list-style-type: none"> • Aims of the South African curriculum • Social Science resources • Sociology as base for teaching Social Sciences • CAPS themes for senior phase Social Science 		
Pre-requisite modules	HUM111 and HUM121 GES111 and GES121 GES225 and GES226 or HIS231 and HIS241		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Method of Teaching Social Sciences
Generic Module Name	Method of Teaching Social Sciences 401
Alpha-numeric Code	SSM401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Analyze and critique the NCS principles underlying Social Science teaching in the FET. • Develop appropriate assessment activities for different learning outcomes.

	<ul style="list-style-type: none"> • Reflect on teacher practices in the classroom. • Engage in research to improve teaching practices for the Social Sciences in South Africa. • Write a research report to support the teaching and learning of Social Sciences in the FET phase. 		
Main Content	The content of the NCS policy documents. <ul style="list-style-type: none"> • Different approaches to CASS and CATS. • Development of lesson plans. • Developments in Social Science teaching. • Engagement with the different roles of the educator in Social Science teaching. • Themes for study (Poverty and education, African Renaissance and education and Environmentalism). 		
Pre-requisite modules	SSM301		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	25		
<i>Selfstudy:</i>	37		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Education		
Home Department	Educational Studies		
Module Topic	Method of Social Sciences		
Generic Module Name	Method of Social Sciences 402		
Alpha-numeric Code	SSM402		
NQF Level	7		
NQF Credit Value	20		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)		
Year level	4		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Critically engage with the CAPS themes of Geography. • Critically engage with the CAPS themes of History. • Apply resources for innovative teaching of Social Sciences. 		

	<ul style="list-style-type: none"> • Present Social Science lessons for the South African classroom. • Manage the Social Science classroom professionally. • Conduct research to inform their practice in Social Sciences 		
Main Content	<ul style="list-style-type: none"> • Aims of the South African curriculum • Social Science resources • Sociology as base for teaching Social Sciences • CAPS themes for senior phase Social Science 		
Pre-requisite modules	SSM301		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	26		
<i>Other: Micro teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	IsiXhosa Second Additional Language
Generic Module Name	IsiXhosa Second Additional Language 101
Alpha-numeric Code	SXL101
NQF Level	5
NQF Credit Value	10
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Name the South African official languages and the key features of the target language. • Show basic understanding of the phonological and syntactic structure of the target language. • Demonstrate knowledge of basic vocabulary in the target language.

	<ul style="list-style-type: none"> • Construct simple sentences in the target language. • Listen and respond appropriately to different forms of the target language used in different classroom situations. • Demonstrate basic reading skills in isiXhosa. • Create and write basic texts in isiXhosa. • Demonstrate basic competence to use the target language for intervention in the classroom. 			
Main Content	<ul style="list-style-type: none"> • Introducing South African Languages. • Afrikaans as an official language. • The structure of the target language: phonetics, phonology, syntax and semantics. • IsiXhosa and functional discourse in the classroom. • IsiXhosa in cultural contexts. • IsiXhosa and mediation across the curriculum. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1	
<i>Tutorials:</i>	21			
<i>Assessments:</i>	18			
<i>Selfstudy:</i>	19			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching Afrikaans
Generic Module Name	Method of Teaching Afrikaans 301
Alpha-numeric Code	TMA301
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)
Year level	3

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. • Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Reflect on teaching approaches and theories associated with language teaching and learning. • Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase). 			
Main Content	<ul style="list-style-type: none"> • Language Education Policy • A text-based curriculum cycle I • A text-based approach • Interactive teaching and learning strategies • Assessment • Teaching listening and speaking • Experiential learning • Socio-cultural approaches to language learning (Vygotsky) • Communicative approaches to language teaching • Systemic Functional Grammar (Halliday, Martin and Rose) 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	20			
<i>Selfstudy:</i>	40			
<i>Other:</i>	20			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching Afrikaans
Generic Module Name	Method of Teaching Afrikaans 302
Alpha-numeric Code	TMA302
NQF Level	7
NQF Credit Value	15

Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand, teach and assess different genres • Reflect on teaching approaches and theories associated with language teaching and learning • Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase) • Know how to approach adolescent literature • Teach and assess factual writing across the curriculum 		
Main Content	<ul style="list-style-type: none"> • Teaching and assessing reading and writing • Teaching and assessing genres <ul style="list-style-type: none"> • Narrative • Recount • Argument • Teaching literature <ul style="list-style-type: none"> • Children's and adolescent literature • Short stories • Drama • Teaching and assessing factual writing across the curriculum Multimodal genres <ul style="list-style-type: none"> • Procedures • Information reports • Explanations • Images and multimodal texts 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of Afrikaans
Generic Module Name	Method of Afrikaans 303
Alpha-numeric Code	TMA303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. • Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Apply and reflect on the theories underpinning language and learning • Apply and reflect on the different approaches to language learning and teaching • Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase • Teach and assess literature in the Senior Phase
Main Content	<ul style="list-style-type: none"> • Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET • Language Policy in South Africa and the Language-in-Education Policy • Language and learning • Approaches to language teaching that underpin the curriculum <ul style="list-style-type: none"> - Communicative Teaching - Text-based Approach • Teaching and assessing listening and speaking • Teaching and assessing intensive reading • Developing and supporting extensive reading • Teaching and assessing literature • Short stories • Drama • Teaching and assessing creative writing
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	20			
<i>Selfstudy:</i>	106			
<i>Other: Micro-teaching</i>	40			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching Afrikaans
Generic Module Name	Method of Teaching Afrikaans 401
Alpha-numeric Code	TMA401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Reflect on teaching approaches and theories associated with language teaching and learning. • Teach and assess critical and media literacy using systemic functional linguistics (sfl). • Develop a theme-based language curriculum cycle. • Critically evaluate language textbooks.
Main Content	<ul style="list-style-type: none"> • Experiential learning: focus on Fairclough, Janks (SFL) • Teaching and assessing a text-based curriculum • Teaching Literature <ul style="list-style-type: none"> • Poetry • Novel • Critical Literacy using SFL • Media Literacy • Language across the curriculum • Textbook Evaluation
Pre-requisite modules	TMA302
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	38	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	22			
<i>Selfstudy:</i>	40			
<i>Other:</i>	20			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60%			
	Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Department
Module Topic	Method of Afrikaans
Generic Module Name	Method of Afrikaans 402
Alpha-numeric Code	TMA402
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence to apply different approaches to language/grammar teaching in the FET Phase • Develop, support and assess writing skills • Demonstrate an understanding and critical awareness of literacy forms and film genres for the FET Phase • Teach and assess critical and media literacy in the FET Phase • Demonstrate competence in teaching and assessing literature for the FET Phase • Critically evaluate language textbooks
Main Content	<ul style="list-style-type: none"> • Teaching and assessing grammar • Teaching and assessing writing • Teaching and assessing literature • Poetry • Novel • Teaching and assessing critical literacy • Teaching and assessing visual literacy and multimodal texts • Teaching and assessing media literacy • Teaching and assessing film genre • Textbook evaluation
Pre-requisite modules	TMA303

Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching English
Generic Module Name	Method of Teaching English 301
Alpha-numeric Code	TME301
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation) (4091)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. • Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Reflect on teaching approaches and theories associated with language teaching and learning. • Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase).
Main Content	<ul style="list-style-type: none"> • Language Education Policy • A text-based curriculum cycle I • A text-based approach • Interactive teaching and learning strategies • Assessment • Teaching listening and speaking

	<ul style="list-style-type: none"> • Experiential learning • Socio-cultural approaches to language learning (Vygotsky) • Communicative approaches to language teaching • Systemic Functional Grammar (Halliday, Martin and Rose) 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	40		
<i>Other:</i>	20		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching English
Generic Module Name	Method of Teaching English 302
Alpha-numeric Code	TME302
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand, teach and assess different genres. • Reflect on teaching approaches and theories associated with language teaching and learning. • Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase). • Know how to approach adolescent literature. • Teach and assess factual writing across the curriculum.
Main Content	<ul style="list-style-type: none"> • Teaching and assessing reading and writing • Teaching and assessing genres <ul style="list-style-type: none"> • Narrative

	<ul style="list-style-type: none"> • Recount • Argument • Teaching literature <ul style="list-style-type: none"> • Children's and adolescent literature • Short stories • Drama • Teaching and assessing factual writing across the curriculum Multimodal genres <ul style="list-style-type: none"> • Procedures • Information reports • Explanations • Images and multimodal texts 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of English
Generic Module Name	Method of English 303
Alpha-numeric Code	TME303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Understand and critically analyze the • South African Language Policy and the Language-in-Education Policy, and the curriculum contexts in which they will be teaching.

	<ul style="list-style-type: none"> • Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Apply and reflect on the theories underpinning language and learning • Apply and reflect on the different approaches to language learning and teaching • Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase • Teach and assess literature in the Senior Phase 		
Main Content	<ul style="list-style-type: none"> • Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET • Language Policy in South Africa and the Language-in-Education Policy • Language and learning • Approaches to language teaching that underpin the curriculum • Communicative Teaching • Text-based Approach • Teaching and assessing listening and speaking • Teaching and assessing intensive reading • Developing and supporting extensive reading • Teaching and assessing literature • Short stories • Drama • Teaching and assessing creative writing 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro-teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Teaching English		
Generic Module Name	Method of Teaching English 401		
Alpha-numeric Code	TME401		
NQF Level	8		
NQF Credit Value	15		

Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512); BEd (Languages and Life Orientation) (4513); BEd (Languages and Mathematics) (4515); BEd (Languages and Life Orientation, 5y) (4091)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Reflect on teaching approaches and theories associated with language teaching and learning • Teach and assess critical and media literacy using systemic functional linguistics (sfl) • Develop a theme-based language curriculum cycle • Critically evaluate language textbooks 		
Main Content	<p>Experiential learning: focus on Fairclough, Janks (SFL)</p> <ul style="list-style-type: none"> • Teaching and assessing a text-based curriculum • Teaching Literature <ul style="list-style-type: none"> • Poetry • Novel • Critical Literacy using SFL • Media Literacy • Language across the curriculum • Textbook Evaluation 		
Pre-requisite modules	TME302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	38	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	22		
<i>Selfstudy:</i>	40		
<i>Other:</i>	20		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of English
Generic Module Name	Method of English 402
Alpha-numeric Code	TME402
NQF Level	7
NQF Credit Value	20

Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)		
Year level	4		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence to apply different approaches to language/grammar teaching in the FET Phase • Develop, support and assess writing skills • Demonstrate an understanding and critical awareness of literacy forms and film genres for the FET Phase • Teach and assess critical and media literacy in the FET Phase • Demonstrate competence in teaching and assessing literature for the FET Phase • Critically evaluate language textbooks 		
Main Content	<ul style="list-style-type: none"> • Teaching and assessing grammar • Teaching and assessing writing • Teaching and assessing literature • Poetry • Novel • Teaching and assessing critical literacy • Teaching and assessing visual literacy and multimodal texts • Teaching and assessing media literacy • Teaching and assessing film genre • Textbook evaluation 		
Pre-requisite modules	TME302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	2
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Method of Teaching Life Orientation		
Generic Module Name	Method of Teaching Life Orientation 301		
Alpha-numeric Code	TML301		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Define and explain the history of the development of Life Orientation. • Understand and critique critical and developmental outcomes. • Apply learning outcomes (knowledge, skills and values). • Develop learning activities and apply various teaching strategies to facilitate the achievement of critical and developmental outcomes. 		
Main Content	<ul style="list-style-type: none"> • Overview of the National Curriculum Statement • Outcomes Based Education • Definition of life orientation as a learning area, unique features, purpose, scope, learning outcomes, assessment standards, critical outcomes, developmental outcomes • Teaching approaches and strategies • Interactive learning, Experiential learning, Co-operative learning, Facilitation • Learning Programme Development • Planning process, school context, issues in designing learning programmes, work schedules, lesson plans • Lesson Plan Development • Assessment in Life Orientation <p>Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics</p>		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		

<i>Assessments:</i>	8		
<i>Selfstudy:</i>	38		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Method of Teaching Life Orientation		
Generic Module Name	Method of Teaching Life Orientation 302		
Alpha-numeric Code	TML302		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5Yr) (4091)		
Year level	3		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Develop learning activities and apply various teaching strategies to facilitate inclusion. • Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.). 		
Main Content	<ul style="list-style-type: none"> • Overcoming Barriers to Learning • Personal Development • Social Development • Physical development • Health promotion • Orientation to the World of Work • Micro-teaching 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	8		
<i>Selfstudy:</i>	38		
<i>Other:</i>	0		
Total Learning Time	150		

Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%
Assessment Module type	Continuous Assessment (CA)
Faculty	Education
Home Department	Educational Psychology
Module Topic	Method of Life Orientation
Generic Module Name	Method of Life Orientation 303
Alpha-numeric Code	TML303
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a thorough understanding of the Curriculum Assessment Policy Statement (CAPS) • Discuss and critique objectives of lesson topics and lesson plans from a CAPS perspective • Apply learning outcomes (knowledge, skills and values) within CAPS • Develop learning activities and apply various teaching strategies to facilitate the achievement of objectives of CAPS. • Develop learning activities and apply various teaching strategies to facilitate inclusion • Discuss information and skills related to decision making about personal, community and environmental health (including, reproductive health and sexuality child abuse, gender violence, religion, gangsterism, etc.) • Explain important life orientation activities within the context of the learners • Demonstrate and apply physical education activities in line with CAPS. • Demonstrate knowledge of Arts and culture within CAPS.
Main Content	<ul style="list-style-type: none"> • Overview of the National Curriculum Statement, Curriculum Assessment Policy Statement (CAPS) • Definition of life orientation as a learning area, unique features, purpose, scope, teaching and learning objectives • Teaching approaches and strategies <ul style="list-style-type: none"> ◦ Interactive learning, experiential learning, Co-operative learning, facilitation from a CAPS perspective. • Lesson planning development, implementation and evaluation • Assessment in Life Orientation

	<ul style="list-style-type: none"> o Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics, formal and informal and certificate • Overcoming Barriers to Learning • Personal Development • Social Development • Physical development • Arts and Culture 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	50	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	20	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro-teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Method of Teaching Life Orientation
Generic Module Name	Method of Teaching Life Orientation 401
Alpha-numeric Code	TML401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation) (4513) BEd (Languages and Life Orientation, 5y) (4091)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Apply learning outcomes (knowledge, skills and values). • Develop learning activities that facilitate the achievement of critical and developmental outcomes. • Discuss information and skills related to decision making about personal, community and environmental health (including HIV/ AIDS, child abuse, gender violence, gangsterism, etc.).

	<ul style="list-style-type: none"> Analyse the role of self, others, their community and society (including human rights, the constitution etc.) in building productive societies. Research teaching and learning within Life Orientation. Develop materials and resources to facilitate learning. Develop educators and learner portfolios. 		
Main Content	<ul style="list-style-type: none"> Learning Programme Development Designing learning programmes, work schedules, lesson plans Lesson Plan development and execution Assessment in Life Orientation Overcoming Barriers to Learning Personal Development Self Knowledge, Self Concept Enhancement, Decision Making, Conflict Resolution, Stress management Social Development Human Rights and the South African Constitution, Democracy, Gender Equity, Diversity, Religion Physical Development and Movement Holistic development, Physical education, games, recreation, fitness and sport Health promotion HIV/ AIDS Education within Life Orientation, High risk behaviour, Environmental Health, Abuse Orientation to the World of Work, Study methods, Career Choices Educator and learner portfolios 		
Pre-requisite modules	TML302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	34	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	28	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	8		
<i>Selfstudy:</i>	38		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Method of Life Orientation		
Generic Module Name	Method of Life Orientation 402		
Alpha-numeric Code	TML402		

NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Apply learning outcomes (knowledge, skills and values) within a Curriculum Assessment Policy Statement (CAPS) • Develop learning activities that facilitate the achievement of learning objectives within CAPS. • Analyse the role of self, others, their community and society (including human rights, the constitution etc.) in building productive societies within the themes and topics prescribed by CAPS; • Research teaching and learning within Life Orientation curriculum assessment policy statement. • Develop materials and resources to facilitate learning and teaching • Develop educators and learner portfolios • Discuss aspects of the curriculum that may cause barriers to learning, bullying, peer pressure, socio economic conditions; • Describe ways to deal with conflict, behavior management and stress
Main Content	<ul style="list-style-type: none"> • Learning how to design, implement and evaluate lesson and lesson plans; • Assessment in Life Orientation • Overcoming Barriers to Learning • Personal Development • Self Knowledge, Self Concept Enhancement, Decision Making, Conflict Resolution, Stress management • Social Development • Human Rights and the South African Constitution, Democracy, Gender Equity, Diversity, Religion • Physical Development and Movement • Holistic development, Physical education, games, recreation, fitness and sport • Orientation to the World of Work • Study methods, Career Choice • Educator and learner portfolios • Blooms Taxonomy and its application to setting exams and test • First Aid, Professionalism, Application of teaching and learning to the real world
Pre-requisite modules	TML303
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Teaching Mathematics
Generic Module Name	Method of Teaching Mathematics 301
Alpha-numeric Code	TMM301
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Mathematics) (4515) BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the general notion of OBE; critical outcomes; developmental outcomes and subject specific Learning area Outcomes for mathematics. • Demonstrate competence in the use specific OBE based teaching and learning approaches such as the investigative and collaborative approaches. • Develop personal competence at designing appropriate assessment instruments in particular those suitable for continuous assessment. • Demonstrate competence as learning resources adaptor and mediator of learning for the senior phase of the GET with a focus on becoming a subject specialist. • Demonstrate an understanding of selected Learning Theories such as Piaget's theory of Intellectual Development and their implication for teaching and learning mathematics.

Main Content	<ul style="list-style-type: none"> • Outcomes Based Education; critical outcomes; developmental outcomes; subject specific Learning outcomes. • Objects of Mathematics Teaching. • Mediation strategies for teaching and learning of mathematics with emphasis on the Learning Outcomes of Process Skills and Knowledge in mathematics in the senior phase • Forms and tools of assessment. <p>Selected Learning Theories such as Piaget's Theory of Intellectual Development and Bruner's Theory of Instruction</p>		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	60		
<i>Other:</i>	15		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Teaching Mathematics
Generic Module Name	Method of Teaching Mathematics 302
Alpha-numeric Code	TMM302
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Languages and Mathematics) (4515) BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	3
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate competence to conduct classroom-based research.

	<ul style="list-style-type: none"> • Demonstrate competence in didactical analysis of school mathematics subject matter in terms of classroom activities and interactions. • Demonstrate competence in instructional design based on the didactical analysis of school mathematics subject matter. • Demonstrate competence in the use of mathematical technologies for teaching and learning mathematics. • Demonstrate an understanding of the utility value of mathematics in everyday living. 		
Main Content	<ul style="list-style-type: none"> • Classroom-based research as part of reflective instructional practice. • Didactical analysis of school mathematics subject matter in terms of activities and interactions. • Instructional design based on the didactical analysis of school mathematics subject matter • The use of the Voyage 200 calculator for the teaching and learning of mathematics. • The socio-cultural and socio-economic use of mathematics in everyday living. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	60		
<i>Other:</i>	15		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Education
Module Topic	Method of Mathematics
Generic Module Name	Method of Mathematics 303
Alpha-numeric Code	TMM303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4403, 4405)

Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the specific skills and aims suggested in the Curriculum and Assessment Policy Statements (CAPS) for Mathematics and Mathematical Literacy. • Use specific teaching and learning approaches such as the investigative, problem solving and collaborative approaches. • Develop personal competence at designing appropriate assessment instruments in particular those suitable for continuous assessment. • Demonstrate competence as learning resources adaptor and mediator of learning with a focus on becoming a subject specialist. • Conduct classroom-based research. • Analyze school mathematics subject matter in terms of classroom activities and interactions. • Design lesson plans • Use of mathematical technologies for teaching and learning mathematics. • Apply reflective practice competencies. 		
Main Content	<ul style="list-style-type: none"> • CAPS: Specific aims and skills – Mathematics and Mathematical Literacy • Objects of Mathematics Teaching. • Mediation strategies for teaching and learning of mathematics with emphasis on the Learning Outcomes of Process Skills and Knowledge in mathematics in the senior phase • Forms and tools of assessment. • Selected Learning Theories. • Classroom-based research as part of reflective instructional practice. • Didactical analysis of school mathematics subject matter in terms of classroom activities and interactions. • Instructional design based on the didactical analysis of school mathematics subject matter. • The socio-cultural and socio-economic use of mathematics in everyday living. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		

<i>Selfstudy:</i>	106		
<i>Other: Micro-teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Teaching Mathematics
Generic Module Name	Method of Teaching Mathematics 401
Alpha-numeric Code	TMM401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Mathematics) (4515) BEd (Mathematics and Natural Sciences) (4516) BEd (Mathematics and Natural Sciences, 5y) (4092)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence as learning resources adaptor and mediator of learning for the senior phase of the GETC with a focus on becoming a subject specialist within the OBE framework. • Demonstrate and understanding of selected Learning Theories (such as van Hiele Theory of Geometric Thought; Socio-cultural theory the theory of Instrumentation) and their implications for teaching and learning mathematics. • Demonstrate competence to conduct classroom based research. • Understand the nature, scope and methods of assessments of project work in school mathematics. • Demonstrate competence in didactical analysis of school mathematics subject matter. • Demonstrate competence in instructional design based on the didactical analysis of school mathematics subject matter. • Demonstrate competence in the use of mathematical technologies for teaching and learning mathematics.
Main Content	<p>Teaching, Learning, Assessment:</p> <ul style="list-style-type: none"> • Critique of articles; materials and mathematical texts. • Mediation strategies for teaching and learning of mathematics with emphasis on mathematical knowledge and process skills for solving practical problems at the senior phase. <p>Selected Learning Theories:</p> <ul style="list-style-type: none"> • Van Hiele Theory; Socio –cultural theory and theory of instrumentation.

	<ul style="list-style-type: none"> • Problem Solving Approaches. • Project work • Didactical analysis of school mathematics subject matter • Instructional design based on the didactical analysis of school mathematics subject matter • Use of Geometer's Sketchpad and statistical software. 		
Pre-requisite modules	TMM302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	30	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	60		
<i>Other:</i>	10		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Education
Module Topic	Method of Mathematics
Generic Module Name	Method of Mathematics 402
Alpha-numeric Code	TMM402
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4401, 4403, 4405)
Year level	4
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate competence as learning resources adaptor and mediator of learning for the senior phase of the GETC with a focus on becoming a subject specialist within the OBE framework. • Demonstrate and understanding of selected Learning Theories (such as van Hiele Theory of Geometric Thought; Socio-cultural theory the theory of Instrumentation) and their implications for teaching and learning mathematics. • Demonstrate competence to conduct classroom based research.

	<ul style="list-style-type: none"> • Understand the nature, scope and methods of assessments of project work in school mathematics. • Demonstrate competence in didactical analysis of school mathematics subject matter. • Demonstrate competence in instructional design based on the didactical analysis of school mathematics subject matter. • Demonstrate competence in the use of mathematical technologies for teaching and learning mathematics. 		
Main Content	<p>Teaching, Learning, Assessment:</p> <ul style="list-style-type: none"> • Critique of articles; materials and mathematical texts. • Mediation strategies for teaching and learning of mathematics with emphasis on mathematical knowledge and process skills for solving practical problems at the senior phase. <p>Selected Learning Theories:</p> <ul style="list-style-type: none"> • Van Hiele Theory; Socio –cultural theory and theory of instrumentation. • Problem Solving Approaches. • Project work • Didactical analysis of school mathematics subject matter • Instructional design based on the didactical analysis of school mathematics subject matter • Use of Geometer's Sketchpad and statistical software. 		
Pre-requisite modules	TMM302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Teaching isiXhosa		
Generic Module Name	Method of Teaching isiXhosa 301		
Alpha-numeric Code	TMX301		
NQF Level	7		

NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512) BEd (Languages and Life Orientation) (4513) BEd (Languages and Mathematics) (4515) BEd (Languages and Life Orientation, 5y) (4091)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa. • Understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Reflect on teaching approaches and theories associated with language teaching and learning. • Know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase). 		
Main Content	<ul style="list-style-type: none"> • Language Education Policy • A text-based curriculum cycle I • A text-based approach • Interactive teaching and learning strategies • Assessment • Teaching listening and speaking • Experiential learning • Socio-cultural approaches to language learning (Vygotsky) • Communicative approaches to language teaching • Systemic Functional Grammar (Halliday, Martin and Rose) 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	40		
<i>Other:</i>	20		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Department		
Module Topic	Method of Teaching isiXhosa		
Generic Module Name	Method of Teaching isiXhosa 302		
Alpha-numeric Code	TMX302		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Languages and Social Sciences) (4512) BEd (Languages and Life Orientation) (4513) BEd (Languages and Mathematics) (4515) BEd (Languages and Life Orientation, 5y) (4091)		
Year level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand, teach and assess different genres. • Reflect on teaching approaches and theories associated with language teaching and learning. • Apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the rncs (senior phase). • Know how to approach adolescent literature. • Teach and assess factual writing across the curriculum. 		
Main Content	<ul style="list-style-type: none"> • Teaching and assessing reading and writing • Teaching and assessing genres <ul style="list-style-type: none"> • Narrative • Recount • Argument • Teaching literature <ul style="list-style-type: none"> • Children's and adolescent literature • Short stories • Drama • Teaching and assessing factual writing across the curriculum Multimodal genres <ul style="list-style-type: none"> • Procedures • Information reports • Explanations • Images and multimodal texts 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	40	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0

<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of isiXhosa
Generic Module Name	Method of isiXhosa 303
Alpha-numeric Code	TMX303
NQF Level	6
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand and critically analyze the South African Language Policy and the Language-in-Education Policy, and the curriculum contexts in which they will be teaching. • Examine and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa. • Apply and reflect on the theories underpinning language and learning • Apply and reflect on the different approaches to language learning and teaching • Develop, teach and assess listening, speaking, reading and writing skills in the Senior Phase • Teach and assess literature in the Senior Phase
Main Content	<ul style="list-style-type: none"> • Introduction to Curriculum and Assessment Policy Statement (CAPS) Senior Phase and FET • Language Policy in South Africa and the Language-in-Education Policy • Language and learning • Approaches to language teaching that underpin the curriculum • Communicative Teaching • Text-based Approach • Teaching and assessing listening and speaking • Teaching and assessing intensive reading • Developing and supporting extensive reading • Teaching and assessing literature • Short stories

	<ul style="list-style-type: none"> • Drama • Teaching and assessing creative writing 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	106		
<i>Other: Micro-teaching</i>	40		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of Teaching isiXhosa
Generic Module Name	Method of Teaching isiXhosa 401
Alpha-numeric Code	TMX401
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Languages and Life Orientation 5Yr) (4091) BEd (Languages and Life Orientation) (4513) BEd (Languages and Mathematics) (4515)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Reflect on teaching approaches and theories associated with language teaching and learning. • Teach and assess critical and media literacy using systemic functional linguistics (sfl). • Develop a theme-based language curriculum cycle. • Critically evaluate language textbooks.
Main Content	<ul style="list-style-type: none"> • Experiential learning: focus on Fairclough, Janks (SFL) • Teaching and assessing a text-based curriculum • Teaching Literature <ul style="list-style-type: none"> - Poetry - Novel • Critical Literacy using SFL • Media Literacy • Language across the curriculum • Textbook Evaluation

Pre-requisite modules	TMX302		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	38	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	22		
<i>Selfstudy:</i>	40		
<i>Other:</i>	20		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Department
Module Topic	Method of isiXhosa
Generic Module Name	Method of isiXhosa 402
Alpha-numeric Code	TMX402
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Senior Phase and FET) (4402, 4403, 4404)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate competence to apply different approaches to language/grammar teaching in the FET Phase • Develop, support and assess writing skills • Demonstrate an understanding and critical awareness of literacy forms and film genres for the FET Phase • Teach and assess critical and media literacy in the FET Phase • Demonstrate competence in teaching and assessing literature for the FET Phase • Critically evaluate language textbooks
Main Content	<ul style="list-style-type: none"> • Teaching and assessing grammar • Teaching and assessing writing • Teaching and assessing literature <ul style="list-style-type: none"> o Poetry o Novel • Teaching and assessing critical literacy • Teaching and assessing visual literacy and multimodal texts

	<ul style="list-style-type: none"> Teaching and assessing media literacy Teaching and assessing film genre Textbook evaluation 		
Pre-requisite modules	TMX303		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	54	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	20		
<i>Selfstudy:</i>	26		
<i>Other: Micro-teaching</i>	30		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	IsiXhosa First Additional Language Literacy Teaching
Generic Module Name	IsiXhosa First Additional Language Literacy Teaching 211
Alpha-numeric Code	XFL211
NQF Level	6
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year Level	2
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Show knowledge and understanding of First Additional Language Development and Literacy. Demonstrate an understanding of theories underpinning First Additional Language Development and Literacy. Show knowledge and understanding of the FAL structure (phonics, syntax, grammar, etc.). Identify and address barriers to FAL and literacy development.
Main Content	<ul style="list-style-type: none"> Introduction to FAL learning FAL Grammatical Features, Parts of Speech and their functions (Nouns, Verbs, Adjectives, Adverbs, Conjunctions, Prepositions, etc.) FAL Literature for young children: Poetry, Stories, Folklore, Drama, etc. Developing FAL literacy

	<ul style="list-style-type: none"> • Listening and Speaking skills in FAL • Reading in FAL • Oral, written and comprehension skills in FAL • FAL Grammar and syntax • Barriers to FAL literacy development. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2	
<i>Tutorials:</i>	28			
<i>Assessments:</i>	30			
<i>Selfstudy:</i>	44			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 60%			
	Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education
Module Topic	IsiXhosa First Additional Language Literacy Teaching 311
Generic Module Name	IsiXhosa First Additional Language Literacy Teaching 311
Alpha-numeric Code	XFL311
NQF Level	7
NQF Credit Value	20
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	3
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of FAL curriculum for the FP. • Demonstrate knowledge and understanding of the different approaches to FAL reading and writing literacy instruction. • Apply the different approaches to enrich young children's reading and writing in the FAL. • Set up FP classrooms to support emergent literacy in FAL. • Design reading and writing lesson plans for the FP for FAL literacy. • Assess FAL reading and writing literacy. • Provide support to learners experiencing reading and writing difficulties in FAL.

Main Content	<ul style="list-style-type: none"> • The FAL curriculum for the FP. • Approaches and theories to reading literacy instruction in the FAL. • Approaches and theories of writing literacy instruction in the FAL. • Approaches to literacy development in the Foundation Phase. • Teaching FAL Grammar in the FP • Teaching FAL children's literature • Materials design for FAL literacy development. • Designing lesson plans for FAL literacy development. • Assessment of FAL reading and writing literacy. 		
Pre-requisite modules	XFL211		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	35		
<i>Selfstudy:</i>	40		
<i>Other:</i>	0		
Total Learning Time	200		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	IsiXhosa Home Language Literacy Teaching
Generic Module Name	IsiXhosa Home Language Literacy Teaching 111
Alpha-numeric Code	XLT111
NQF Level	5
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the stages of children's home language development during the first six years. • Show knowledge and understanding of the theories underpinning children's home language development.

	<ul style="list-style-type: none"> Identify barriers to children's language development and how to address them. Demonstrate knowledge of the phonetic and grammatical structure of home language structure (e.g. Phonics, syntax, semantics, grammar, etc.) Demonstrate competence in using their home language for teaching. Demonstrate knowledge and understanding of young children's literature in the home language. Show an understanding of the use of ict in language and literacy development. 		
Main Content	<ul style="list-style-type: none"> Home Language development in young learners (and the stages of home language development). Theories of home language development. Factors influencing early language development. Barriers to early language development (3 – 6 years) IsiXhosa Home language structure (phonetics, phonology, syntax, semantics, etc.). IsiXhosa Grammatical Features, Parts of Speech and their functions: Nouns, Verbs, Adjectives, Adverbs, Conjunctions, Prepositions, etc.). IsiXhosa Home Language Literature for young children: Poetry, Stories, Folklore, Drama, etc. ICT and language literacy development. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Education		
Home Department	Language Education		
Module Topic	IsiXhosa Home Language Literacy Teaching		
Generic Module Name	IsiXhosa Home Language Literacy Teaching 211		
Alpha-numeric Code	XLT211		
NQF Level	6		

NQF Credit Value	20		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)		
Year level	2		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of literacy conceptualizations and early literacy development. • Analyze a variety of literacy conceptualizations and models in relation to home language literacy. • Demonstrate an understanding of the different approaches to home literacy development in the early years of schooling. • Identify and address barriers to children's literacy development. 		
Main Content	<ul style="list-style-type: none"> • Literacy Conceptualisations and Literacy Models • Developing Listening and Speaking skills • Reading in the Home Language • Oral, written and comprehension skills • Grammar and syntax • Barriers to early literacy development (in the home language) 		
Pre-requisite modules	XLT111		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	28		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	44		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%.		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	IsiXhosa Home Language Literacy Teaching
Generic Module Name	IsiXhosa Home Language Literacy Teaching 311
Alpha-numeric Code	XLT311
	7
NQF Credit Value	30

Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)		
Year Level	3		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Show an understanding of language curriculum policies for the FP. • Demonstrate knowledge and understanding of the different approaches to reading and writing literacy instruction. • Apply the different approaches to enrich young children's reading and writing. • Set up FP classrooms to support emergent literacy design reading and writing lesson plans for the FP classroom. • Assess reading and writing as literacy outcomes. • Provide support to learners experiencing reading and writing difficulties. 		
Main Content	<ul style="list-style-type: none"> • The FP language curriculum. • Approaches and theories to Reading Instruction. • Approaches and theories of writing literacy instruction. • Approaches to literacy development in the Foundation Phase. • Teaching handwriting in the Foundation Phase. • Teaching Grammar in the FP • Teaching children's literature. • Materials design for home language literacy. • Designing lesson plans for home language literacy development. • Assessment of reading and writing literacy. 		
Pre-requisite modules	XLT211		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2
<i>Tutorials:</i>	42		
<i>Assessments:</i>	35		
<i>Selfstudy:</i>	40		
<i>Other:</i>	0		
Total Learning Time	200		

Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
Assessment Module type	Continuous and Final Assessment (CFA)
Faculty	Education
Home Department	Language Education
Module Topic	IsiXhosa Home Language Literacy Teaching
Generic Module Name	IsiXhosa Home Language Literacy Teaching 411
Alpha-numeric Code	XLT411
NQF Level	7
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	BEd (Foundation Phase Teaching) (4517)
Year level	4
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Apply different instructional approaches to reading and writing. • Design foundation phase literacy programmes. • Teach home language literacy skills and children's literature. • Design reading and writing assessment tasks for the foundation phase classroom. • Provide support to learners with reading and writing difficulties. • Enact/transact literacy practices and/or development in the foundation phase classrooms by means of research. • Conceptualise and present seminar research papers based on foundation phase literacy practices.
Main Content	<ul style="list-style-type: none"> • Development of children's writing skills. • The reading and writing development continuum. • Multimodality in reading and writing in the Foundation Phase. • Critical literacy in the Foundation Phase classroom. • Text-based approaches to writing in the Foundation Phase. • Reading and writing across the curriculum. • Children's literature. • Research on literacy practices in the Foundation Phase classrooms. • Assessment in reading and writing.
Pre-requisite modules	XLT311
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	2	
<i>Tutorials:</i>	42			
<i>Assessments:</i>	80			
<i>Selfstudy:</i>	85			
<i>Other:</i>	0			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

POSTGRADUATE MODULE DESCRIPTORS

Faculty	Education		
Home Department	Education Studies		
Module Topic	Education Practice		
Generic Module Name	Education Practice 403		
Alpha-numeric Code	HDE403		
NQF Level	7		
NQF Credit Value	30		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Plan and execute lessons effectively • Apply the required subject knowledge in teaching and learning situations • Reflect on their own practice • Demonstrate professional conduct in their interaction with learners and colleagues in schools 		
Main Content	<p>The above outcomes are achieved in an integrated way with students' engagement with:</p> <ul style="list-style-type: none"> • School and classroom observation • Lesson observation (peers and teachers) • Lesson planning and execution • Reflection on their own teaching • The compilation of a journal to record reflection on issues inside and outside of the classroom that impact on teaching and learning • The compilation of a portfolio of teaching and other resources • The completion of a teaching practice workbook 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	36	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	17	<i>Practicals p.w.</i>	3
<i>Practicals:</i>	220	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	27		
<i>Other:</i>	0		
Total Learning Time	300		

Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%
Assessment Module type	Continuous Assessment (CA)
Faculty	Education
Home Department	Educational Psychology
Module Topic	Psychology of Teaching and Learning
Generic Module Name	Psychology of Teaching and Learning 413
Alpha-numeric Code	HDE413
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain what enhances the teaching and learning process. • Describe the role played by peers, teachers, parents and others in the teaching and learning process. • Apply selected theories of learning and cognitive development to classroom practice. • Identify the physical, social and instructional aspects of a classroom. • Explain the factors impacting on discipline in the classroom. • Implement strategies for managing classrooms. • Distinguish between inclusive education and specialised education. • Identify barriers to learning and development. • Describe the nature and role of support services. • Develop strategies and approaches to teaching learners with diverse needs in the classroom.
Main Content	<ul style="list-style-type: none"> • Holistic development • Factors influencing the teaching and learning process • Self-concept and self-esteem • The interaction between learning and development • Selected theories of cognitive development and learning • Implications of theory for classroom practice • Healthy classrooms in healthy schools • Developing all aspects of the classroom • Defining discipline • Understanding the underlying factors impacting on discipline • Strategies for developing discipline in the self and in the classroom • Constructing supportive teaching and learning environments

	<ul style="list-style-type: none"> Inclusive education and specialised education Intrinsic and extrinsic barriers Support services in the South African context Identifying and addressing barriers to learning and development in the classroom 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	26	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	52	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	5		
<i>Selfstudy:</i>	67		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Authority, Democracy and Disciplinary Identities
Generic Module Name	Authority, Democracy and Disciplinary Identities 414
Alpha-numeric Code	HDE414
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Apply their theoretical understanding of what constitutes professionalism and discipline in schools. Employ the theoretical framework developed during the module in the contexts of their own teaching. Analyse how notions of professionalism, identity and discipline are constructed within educational settings. Apply strategies to deal with interpersonal dynamics in the schools in which they are situated.
Main Content	<ul style="list-style-type: none"> Notions of Authority, Democracy and Disciplinary identities. The differences between authority and authoritarianism and conceptions of discipline.

	<ul style="list-style-type: none"> • Sociological understandings of discipline • Order in the school and classroom • Socialization into disciplines and formation of teacher and student identities. • Learners' rights and responsibilities 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	26	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	52	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	5		
<i>Selfstudy:</i>	67		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Learner Achievement levels, Teachers' Performativity and Globalisation
Generic Module Name	Learner Achievement levels, Teachers' Performativity and Globalisation 415
Alpha-numeric Code	HDE415
NQF Level	7
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Critically analyse the developments and challenges facing education in South Africa within the 21st century and in the context of globalization and a global political economy. • Apply theoretical tools and concepts to case studies and classroom and school practice. • Evaluate the impact of educational developments of the 21st century on their own subject specialisations. • Deduce what is at stake regarding learner achievement levels in their areas of subject specialisation. • Explain what the implications are for their own teaching.

Main Content	<p>This module uses an interdisciplinary perspective to critically look at the challenges facing education in South Africa in the 21st century. It includes coverage of:</p> <ul style="list-style-type: none"> • Curriculum reforms enacted in South Africa in its post-apartheid formation • The increasing focus on learner achievement levels, demands made on teachers in relation to teachers' work, professionalism and accountability, • The 2014 Action Plan and Towards the Realization of Schooling 2025 • The climate, culture and context, as well as the impact of globalization and the global political economy on education. • Ways of understanding the curriculum • Introduction to sociology of knowledge 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	52	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	5		
<i>Selfstudy:</i>	65		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Language Education Department
Module Topic	IsiXhosa Language of Conversational Competence
Generic Module Name	IsiXhosa Language of Conversational Competence 430
Alpha-numeric Code	HDE430
NQF Level	7
NQF Credit Value	5
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify the morphological, lexical and syntactic structure of isiXhosa/other African language spoken in South Africa.

	<ul style="list-style-type: none"> • Have basic communication skills in isiXhosa/other African language spoken in South Africa within the classroom context. • Listen and respond appropriately to different forms of isiXhosa/ other African language spoken in South Africa in different classroom situations. • Demonstrate reading skills and writing in isiXhosa/ other African language spoken in South Africa. • Explain interactive theory. • Apply this knowledge to teaching reading skills and writing across the curriculum. • Create and write texts in isiXhosa/ other African language spoken in South Africa. • Have sufficient knowledge to use isiXhosa/ other African language spoken in South Africa, to facilitate and intervene in different teaching and learning situations across the curriculum. • Demonstrate ability to use isiXhosa/ other African language spoken in South Africa appropriately in academic and educational contexts. 		
Main Content	<ul style="list-style-type: none"> • Language for mediation and intervention across the curriculum • Language structure • Listening and speaking skills e. g interactive dialogue, presentations, etc. • Reading skills: using functional discourse, different reading techniques • Writing skills: e.g. summarizing, editing, drafting, reporting, etc. • Text-based approach to teaching across the curriculum • Presentation Skills • Functional discourse • ICT for communication across the curriculum 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	18	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	0		
Total Learning Time	50		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Education Department		
Module Topic	Afrikaans Language of Conversational Competence		
Generic Module Name	Afrikaans Language of Conversational Competence 431		
Alpha-numeric Code	HDE431		
NQF Level	7		
NQF Credit Value	5		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Recognise the morphological lexical and syntactic structure of Afrikaans. • Demonstrate basic communication skills in Afrikaans within the classroom context. • Listen and respond appropriately to different forms of Afrikaans in different classroom situations. • Demonstrate basic reading skills in Afrikaans. • Apply interactive theory. • Apply this knowledge to teaching reading skills across the curriculum. • Create and write elementary texts in the Afrikaans. • Use Afrikaans to facilitate and intervene in different teaching and learning situations across the curriculum. 		
Main Content	<ul style="list-style-type: none"> • Using Afrikaans appropriately in academic and educational contexts • Language for mediation and intervention across the curriculum • Language structure • Listening and speaking skills, e.g. interactive dialogue, presentations, etc. • Reading skills: using functional discourse, exposure to different reading techniques • Writing skills: e.g. summarizing, editing, drafting, reporting, etc. • Functional discourse 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		

<i>Assessments:</i>	4		
<i>Selfstudy:</i>	8		
<i>Other:</i>	0		
Total Learning Time	50		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education Department
Module Topic	Academic Literacy
Generic Module Name	Academic Literacy 432
Alpha-numeric Code	HDE432
NQF Level	7
NQF Credit Value	5
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain interactive reading theory. • Apply interactive theory to teaching reading skills across the curriculum. • Create clear, persuasive written and oral arguments and presentations, using MS Excel and PowerPoint. • Identify and evaluate assumptions and values, and locate fallacies in reasoning. • Use English appropriately in academic and educational contexts.
Main Content	<ul style="list-style-type: none"> • The module employs a discourse-based approach to language teaching which draws attention to how the resources of the language combine to realise meaning in academic and educational contexts. • <i>Listening and speaking skills</i>: taking notes, making clear coherent presentations • <i>Reading skills</i>: skimming, scanning, prediction, using discourse and language clues to track the development of an argument and identify/evaluate the author's position. • <i>Writing skills</i>: Summarising, drawing up outlines, drafting, editing • <i>Text types</i>: narrative, exposition/argument, report, explanation, procedure. • <i>Computer skills</i> • Presentations on PowerPoint • Create simple graphs on MS Excel • <i>Understanding and making tables and graphs</i> • Read information accurately from basic tables and graphs

	<ul style="list-style-type: none"> • Able to tell if a graph shows information accurately • Create accurate, effective bar or pie charts 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	8		
<i>Other:</i>	0		
Total Learning Time	50		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics education
Module Topic	Method of Geography
Generic Module Name	Method of Geography 401
Alpha-numeric Code	MGE401
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Outline the syllabus as stipulated by the education department. • Explain Geography's contribution to education. • Create innovative and relevant resource materials. • Critically analyse the National Curriculum for Geography. • Critique classroom practices including peer evaluation • Conduct a field excursion.
Main Content	<ul style="list-style-type: none"> • Geography FET curriculum: National Curriculum and understanding of the guidelines for the teaching of Geography. • Assessment and learning outcomes for Geography. • Lesson planning • Developing learning programmes and work schedules.

	<ul style="list-style-type: none"> • Subject knowledge of the content of the FET curriculum for Geography. • Integrating technology into Geography Teaching • The development of pedagogical knowledge and principles of the subject. • The development of teaching and learning strategies for classroom use. • Developing teaching aids. • Collecting, evaluating and developing resources for the teaching of Geography. • Preparation and presentation of Geography lessons to FET learners in a school. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	1
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Department of Education Studies
Module Topic	Method of Business Studies
Generic Module Name	Method of Business Studies 401
Alpha-numeric Code	MTH401
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Analyse and critique the principles underpinning the current curriculum of Business Studies at FET level. • Describe the content of the current curriculum policy document of Business Studies at FET level. • Define key concepts relating to values and human rights issues.

	<ul style="list-style-type: none"> • Interpret, develop and design learning materials for the teaching of Business Studies. • Develop activities that enhance learners' skills in the recording of business transactions. • Employ innovative teaching and learning methodologies/ strategies in order to develop an interdisciplinary approach towards Business Studies education. • Interpret financial information to assess past business performance and to plan and control future performance through budgets and other control mechanisms. • Develop assessment strategies. • Develop a reflective practice towards teaching and learning in the field of Business Studies education. • Set achievable goals in meeting the challenge of improving the quality and the nature of teaching in Business Studies education. 			
Main Content	<ul style="list-style-type: none"> • Underlying principles of the current curriculum policy document in South Africa • Current curriculum policy document for Business Studies • Assessment policies and practices in Business Studies as prescribed in the current curriculum policy document • Critique and engagement with the different roles and competences of the educator • Development of lesson plans • Resource exploration, utilization and application • Analysis and evaluation of Business Studies textbooks at FET level • Teaching and learning developments in the Business Studies classroom • Action research into Business Studies education at FET level 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	1	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	17			
<i>Selfstudy:</i>	130			
<i>Other:</i>	40			
Total Learning Time	290			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Life Sciences
Generic Module Name	Method of Life Sciences 402
Alpha-numeric Code	MTH402
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate their ability to integrate theory and practice as Pedagogical Content Knowledge (PCK). • Critique educational policy and research in terms of Nature of Science and nature of Indigenous Knowledge Systems. • Plan and design lessons that model Dialogical Argumentation and Inquiry-Based Life Science methods. • Design and implement relevant Life Science lessons using audio-visual aids and Information Technology. • Teach inclusive Life Sciences lessons based on National curriculum requirements in Grades 10-12.
Main Content	<ul style="list-style-type: none"> • Science Education in Context - Nature of Science (NOS) • Indigenous Knowledge Systems (IKS) • Dialogical Argumentation as pedagogy • Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the Relevance of Science Education • Inquiry Based Science Education (IBSE) • Planning for Teaching and Learning • Materials and resources development • Engaging pre-service teachers with the curriculum for teaching and learning of Life Sciences (Grades 10, 11, 12) of FET aligned to the South African Basic Education National Curriculum Statements (NCS) • Assessment Strategies • Addressing barriers to learning in Life Sciences • The role of Information Technology in Life Sciences • Researching regional and international trends in Life Sciences education • Micro-teaching and development of Life Sciences Teaching and Learning Portfolios
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	1	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	17			
<i>Selfstudy:</i>	130			
Total Learning Time	250			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Department of Education Studies
Module Topic	Method of Economics
Generic Module Name	Method of Economics 403
Alpha-numeric Code	MTH403
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Analyse and critique the principles underpinning the current curriculum of Economics at FET level. Describe the content of the current curriculum policy document of Economics at FET level. Interpret, develop and design learning materials for the teaching of Economics. Develop activities that enhance learners' skills in the recording of business transactions. Employ innovative teaching and learning methodologies/ strategies in order to develop an interdisciplinary approach towards Economics education. Interpret financial information to assess past business performance and to plan and control future performance through budgets and other control mechanisms. Develop assessment strategies. Develop reflective practice towards teaching and learning in the field of Economics education. Set achievable goals in meeting the challenge of improving the quality and the nature of teaching in Economics education.
Main Content	<ul style="list-style-type: none"> Introduction to the South African Education System Underlying principles of the current curriculum policy document in South Africa

	<ul style="list-style-type: none"> • Current curriculum policy document for Economics • Assessment policies and practices in Economics as prescribed in the current curriculum policy document • Critique and engagement with the different roles and competences of the educator • Development of lesson plans • Resource exploration, utilization and application • Analysis and evaluation of Economics textbooks at FET level • Teaching and learning developments in the Economics classroom • Environmental management developments pertaining to commerce • Action research into Economics education at FET level 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	4
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	40		
Total Learning Time	290		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	General Sciences (Natural Sciences)
Generic Module Name	Method of General Sciences
Alpha-numeric Code	MTH404
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year Level	1
Main Outcomes	On completion of this module, the student should be able to: <ul style="list-style-type: none"> • Pre-service teachers should be able to demonstrate their ability to integrate theory and practice as Pedagogical Content Knowledge (PCK) that reflect educational policy

	and reflective research into planning and teaching of relevant constructive Natural Sciences lessons at Grade 7, 8, 9.		
Main Content	<ul style="list-style-type: none"> • Science Education in Context Nature of Science (NOS) • Indigenous Knowledge Systems (IKS) • Dialogical Argumentation as pedagogy • Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the Relevance of Science Education • Inquiry Based Science Education (IBSE) • Planning for Teaching and Learning • Materials and resources development • Engaging pre-service teachers with the curriculum for teaching and learning of Natural Sciences (Grades 7, 8, 9) of GET aligned to the South African Basic Education National Curriculum Statements (NCS) Natural Sciences 2002, supported by Curriculum and Assessment Policy Statements (CAPS) Natural Sciences, 2011. • Assessment Strategies • Addressing barriers to learning in Life Sciences • The role of Computer Assisted Learning (CAL) in Natural Sciences • Pedagogical approaches to teaching a Natural Sciences curriculum • Micro-teaching and development of Natural Sciences Teaching and Learning Portfolios 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	62	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	120	<i>Practicals p.w.</i>	1
<i>Assessment:</i>	6	<i>Tutorials p.w.</i>	0
<i>Practicals:</i>	0		
<i>Selfstudy</i>	0		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Education		
Home Department	Department of Educational Studies		
Module Topic	Method of History		
Generic Module Name	Method of History 405		
Alpha-numeric Code	MTH405		
NQF Level	7		

NQF Credit Value	25		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic planning techniques in history teaching. • Relate the principles and theory of history to classroom teaching. • Develop classroom teaching materials and activities; • Integrate content, skills and values in the teaching and learning process. • Apply a range of teaching styles. • Develop detailed lesson plans. • Develop a theme, learning unit and lesson plan. • Outline the basic principles underlying the National Curriculum. • Evaluate the conditions for history teaching in schools. • Use a range of teaching materials. 		
Main Content	<ul style="list-style-type: none"> • Aims of the South African Curriculum • South African history of education • Teaching History in contemporary South Africa • African Renaissance • The History classroom • Lesson plans • Assessment in History • Developing learning support materials 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Physical Sciences
Generic Module Name	Method of Physical Sciences 406
Alpha-numeric Code	MTH406
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate their ability to integrate theory and practice as Pedagogical Content Knowledge (PCK). • Critique educational policy and research in terms of Nature of Science (NOS) and Nature of Indigenous Knowledge Systems (NIKS). • Plan and design lessons that model Dialogical Argumentation and Inquiry-Based Physical Science methods. • Design and implement relevant Physical Science lessons using audio-visual aids and Information Technology. • Teach inclusive Physical Sciences lessons based on the National Curriculum for teaching and learning in Grades 10-12.
Main Content	<ul style="list-style-type: none"> • Science Education in Context - Nature of Science (NOS) • Indigenous Knowledge Systems (IKS) • Dialogical Argumentation as pedagogy • Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the Relevance of Science Education • Inquiry Based Science Education (IBSE) • Planning for Teaching and Learning • Materials and resources development • Engaging pre-service teachers with the curriculum for teaching and learning of Physical Sciences (Grades 10, 11, 12) of FET aligned to the South African Basic Education National Curriculum Statements (NCS) Life Sciences 2002, supported by Curriculum and Assessment Policy Statements (CAPS) Life Sciences, 2011. • Assessment Strategies • Addressing barriers to learning in Physical Sciences • The role of Information Technology in Physical Sciences • Researching regional and international trends in Physical Science education • Micro-teaching and development of Physical Sciences Teaching and Learning Portfolios

Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Department of Education Studies
Module Topic	Method of Accounting
Generic Module Name	Method of Accounting 408
Alpha-numeric Code	MTH408
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Analyse and critique the principles underpinning the current curriculum of Accounting at FET level. Describe the content of the current curriculum policy document of Accounting at FET level. Interpret, develop and design learning materials for Accounting. Develop activities that enhance learners' skills in the recording of business transactions. Employ innovative teaching and learning methodologies/ strategies in order to develop an interdisciplinary approach towards Accounting Education. Interpret financial information to assess past business performance and to plan and control future performance through budgets and other control mechanisms. Develop assessment strategies. Develop reflective practice towards teaching and learning.

Main Content	<ul style="list-style-type: none"> • Underlying principles of the current curriculum policy document in South Africa • Current curriculum policy document for Accounting • Assessment policies and practices in Accounting as prescribed in the current curriculum policy document. • Critique and engagement with the different roles and competences of the educator • Development of lesson plans • Resource exploration, utilization and application • Analysis and evaluation of Accounting textbooks at FET level • Teaching and learning developments in the Accounting classroom • Environmental management developments pertaining to commerce • Action research into Accounting education at FET level 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	1	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	17			
<i>Selfstudy:</i>	130			
<i>Other:</i>	40			
Total Learning Time	290			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Language Education Department
Module Topic	Method of isiXhosa
Generic Module Name	Method of isiXhosa
Alpha-numeric Code	MTH410
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Critically analyse the South African Language Policy in relation to the curriculum.

	<ul style="list-style-type: none"> Analyse the principles underpinning the National Curriculum for isiXhosa Home Language Teaching in the FET Phase. Develop lesson and assessment activities according to different learning outcomes. Design and use relevant teaching resources in different contexts. Teach different lessons in isiXhosa confidently and effectively. Conduct classroom-based research to improve teaching practices. Write a research report that supports isiXhosa Home language teaching and learning in the FET Phase. Employ a text-based approach for teaching the four basic language skills (speaking, reading, writing, listening). 		
Main Content	<ul style="list-style-type: none"> Language-in-Education Policy Approaches to Home Language Learning and Teaching Theories of Language Learning and Teaching Designing assessment tools and Managing Assessment Developing Language lessons and materials for Language Learning Micro teaching Focus on four basic language skills (speaking, reading, writing, listening) Action research in the language classroom Language teaching across the Curriculum 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Faculty of Education		
Home Department	Language Education		
Module Topic	Method of Afrikaans		
Generic Module Name	Method of Afrikaans 411		
Alpha-numeric Code	MTH411		

NQF Level	7		
NQF Credit Value	25		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Outline the Language –in-Education Policy and curriculum in which they will be teaching in South Africa. • Analyze and critique the National Curriculum Statement principles underlying Afrikaans Language teaching in the FET Phase. • Apply assessment principles as outlined in the National Curriculum in the FET Phase. • Develop lesson and assessment activities according to different learning outcomes. • Design and use varied relevant teaching resources in different contexts. • Teach a variety of lessons in Afrikaans confidently and effectively. • Conduct research to improve teaching practices. • Apply a discourse-based approach for teaching the four basic language skills (speaking, reading, writing, listening). 		
Main Content	<ul style="list-style-type: none"> • Language-in-Education Policy • Approaches to Language Learning • Theories of Language learning and teaching • Managing Assessment • Developing Language lessons and materials for Language Learning • Micro teaching • Focus on four basic language skills (speaking, reading, writing, listening) • Action research in the language classroom • Language teaching across the Curriculum 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	3
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		

<i>Selfstudy:</i>	130		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education Department
Module Topic	Method of English
Generic Module Name	Method of English 412
Alpha-numeric Code	MTH412
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Analyse the Language Policy and Curriculum contexts in which English is taught in South Africa. • Interpret and implement the National Curriculum regarding Language and Learning Principles. • Apply knowledge and skills in methods for teaching the four language skills' learning outcomes: speaking and listening; reading and viewing; writing and presenting; language structures and conventions. • Explain and apply theories of learning, approaches to developing thinking skills and conceptual understanding. • Evaluate the role of language in learning across the curriculum. • View language as a powerful tool for learning.
Main Content	<p>The teaching of English as both Home Language and First Additional Language is the focus of this English Method Course. The course has both theoretical and practical components, as it is important that students should understand the policies and theories which form the basis of current, good language teaching practice, as well as knowing how to teach language skills.</p> <ul style="list-style-type: none"> • Language-in-Education Policy National Curriculum • Theories of learning. • Principles, methods and ideas for teaching the language learning outcomes, and the teaching of reading (including literature), writing, grammar and spelling. • The role of language in learning across the curriculum • Developing learners' thinking skills. Methods for language teaching. Language Learning Principles • Assessing language learning.
Pre-requisite modules	None

Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	0		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Mathematics
Generic Module Name	Method of Mathematics 416
Alpha-numeric Code	MTH416
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Interpret the CAPS document and analyse sample question papers in terms of the CAPS assessment taxonomy. • Describe the nature and objects of mathematical teaching. • Interrogate learners' ways of working with numerical concepts and operations and mathematical understanding. • Critique constructivist teaching through engaging with the literature. • Design learning units and lesson plans. • Critique lessons presented to them via physical and video recordings. • Demonstrate conceptual and manipulative competence in dealing with selected FET mathematics content. • Demonstrate manipulative skills of mathematical technologies and pedagogical competence in utilizing these technologies as learning tools.

Main Content	<ul style="list-style-type: none"> • CAPS and assessment of the mathematics curriculum • The nature of mathematics • Mathematics as a science of patterns. • Algebraic and geometric patterns • Doing mathematics and mathematical understanding • Constructivist vs. traditional teaching • Reading and critiques of research on constructivist teaching • Theories of mathematics teaching • Objects of mathematics teaching • Elements of financial mathematics • Field observation of teaching and reflections • Models of teaching and learning • Synthetic geometry • Mathematical thinking and problem solving • Use of mathematical technology in teaching and learning: Computer Algebra Systems, Dynamic Geometry Software and the Zome Geometry • Design of learning units and lesson plans • Microteaching and video lessons. • Teaching Practice 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
<i>Other:</i>	40		
Total Learning Time	290		
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Method of Life Orientation
Generic Module Name	Method of Life Orientation 417
Alpha-numeric Code	MTH417
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters

Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Critically analyse the National Curriculum Statement to ensure optimal implementation in the classroom. • Apply experiential learning, facilitation and group work skills in the teaching of Life Orientation. • Use creative, innovative and contextually relevant activities and a range of media to encourage active participatory learning. • Develop and initiate appropriate learning programmes and learning activities. • Source resources to establish a portfolio of Life Orientation as a subject. • Identify the psychosocial needs of SP and FET learners. • Explain their conceptual understanding of core life skills. • Use assessment methods conducive to Life Orientation learning. • Promote constitutional principles, environmental health and social justice, inclusivity, human rights and democracy. 		
Main Content	<ul style="list-style-type: none"> • Theories of teaching and learning in Life Orientation • Teaching and Learning Strategies • Materials development • Experiential Learning • Co-operative learning • Assessment in Life Orientation • Curriculum Assessment Policy Statement • Stress Management • Conflict resolution • Counselling. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	63	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	17		
<i>Selfstudy:</i>	130		
Total Learning Time	250		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Method of Mathematical Literacy
Generic Module Name	Method of Mathematical Literacy 419
Alpha-numeric Code	MTH419
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training) (4654)
Year level	1
Main Outcomes	<p>On completion of the module, students should be able to:</p> <ul style="list-style-type: none"> • Interpret the CAPS document and analyse sample question papers in terms of the CAPS assessment taxonomy. • Analyse the nature and objects of mathematical Literacy teaching Interrogate learners' ways of working with numerical concepts and operations and mathematical understanding. • Critique constructivist teaching through engaging with the literature • Design learning units and lesson plans • Critique lessons presented to them via physical and video recordings • Demonstrate conceptual and manipulative competence in dealing with selected FET mathematical Literacy content. • Demonstrate manipulative skills of mathematical technologies and pedagogical competence in utilizing these technologies as learning tools.
Main Content	<ul style="list-style-type: none"> • CAPS and assessment of the mathematics curriculum • The nature of mathematical Literacy • Differences between Mathematics and Mathematical Literacy. • Problem solving in Mathematical Literacy • Constructivist vs. traditional teaching • Reading and critiques of research on constructivist teaching • Theories of mathematical Literacy teaching • Objects of mathematical Literacy teaching • Field observation of teaching and reflections • Models of teaching and learning • Mathematical thinking and problem solving • Design of learning units and lesson plans • Microteaching and video lessons. • Teaching Practice
Pre-requisite modules	None
Co-requisite modules	None

Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	63	Lectures p.w.	3
Assignments & tasks:	40	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments:	17		
Selfstudy:	130		
Other: Please specify	0		
Total Learning Time	250		
Method of Student Assessment	Continuous assessment (CA): 60% Final assessment (FA): 40%		
Assessment Module type	Continuous and final assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education (SSME)
Module Topic	Method of Computer Applications Technology
Generic Module Name	Method of Computer Applications Technology 420
Alpha-numeric Code	MTH420
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to understand the curriculum and assessment policy documents for Computer, Applications Technology (CAT); • Prepare and develop lesson plans for Computer Applications Technology lessons; • Apply appropriate educational theories in teaching and learning of CAT; • Use relevant learning management system to support computer mediated instruction for e-learning; • Demonstrate competence to manage a computer centre; • Demonstrate competence in conducting educational research in CAT; • Demonstrate acquaintance with current trends in Computer Applications Technology; • Apply appropriate assessment strategies in CAT; • Understand aspects of the National Curriculum statement and Curriculum and Assessment Policy related to CAT; • Implement CAT practical assessment tasks;

	<ul style="list-style-type: none"> • Demonstrate an appreciation for ICT related solutions to real-life problems. 		
Main Content	<p>The focus of this module is on general pedagogical knowledge and pedagogical content knowledge required to teach Computer Applications Technology content from grades 10 – 12 in the FET phase. It also focuses on experience in situational and practical learning.</p> <ul style="list-style-type: none"> • The Science of teaching Computer Applications Technology; • Understanding of the Curriculum and Assessment policy documents for Computer Applications Technology (CAT); • Insights into the various Computer Applications Technology components; • Lesson planning development and implementation in Computer Applications Technology; • Application of educational theories in the teaching and learning of Computer Applications Technology; • Computer-mediated instruction using Learning Management Systems for e-learning; • Implementation and management of computer centres; • Computer Applications Technology (CAT) as a subject discourse in the national school curriculum in South Africa; • The Science of teaching CAT; • Educational research in CAT; • Current and future trends in CAT; • Assessment methods in CAT; • CAT Project work at school level. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2
Assignments & tasks:	50	Tutorials p.w.	1
Practicals:	21	Practicals p.w.	0
Assessments	15		
<i>Selfstudy</i>	122		
Other: Work based project	0		
Total Learning Time	250		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education (SSME)
Module Topic	Method of Information Technology
Generic Module Name	Method of Information Technology 421
Alpha-numeric Code	MTH421
NQF Level	7
NQF Credit Value	25
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	PGCE (Further Education and Training Teaching) (4654)
Year level	1
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to understand the national curriculum and assessment policy documents for Information Technology; • Prepare and develop lesson plans for Information Technology lessons; • Apply and justify the use of educational technologies to enhance a range of inclusive learning modalities, with reference to appropriate learning theories. • Use learning management systems to support computer mediated instruction for e-learning; • Demonstrate competence in managing computer centres; • Demonstrate an appreciation for ICT-related solutions to real-life problems; • Demonstrate competence in conducting educational research in Information Technology; • Demonstrate acquaintance with current issues in Information Technology; • Apply appropriate assessment strategies in Information
Main Content	<p>The focus throughout is on the pedagogical content knowledge required to teach content covered from grades 10 – 12 in the FET phase and includes experience in situational and practical learning. Content topics are:</p> <ul style="list-style-type: none"> • The Science of teaching Information Technology • The Curriculum and Assessment policy documents for Information Technology • Lesson planning and presentation • Application of educational theories in the teaching and learning of Information Technology • Using computer mediated learning in Information Technology • Implementation and management of computer centres • Information Technology as a subject discourse in the national school curriculum in the SA context

	<ul style="list-style-type: none"> • Science of teaching Information Technology (IT) in the FET phase • Educational research in IT • Current and future trends in IT • Assessment methods in IT • Project work at school level in IT. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	2
Assignments & tasks:	50	Tutorials p.w.	1
Practicals:	21	Practicals p.w.	0
Assessments	15		
<i>Selfstudy</i>	122		
Other: Work based project	0		
Total Learning Time	250		
Method of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Metatheory
Generic Module Name	Metatheory 700
Alpha-numeric Code	BED700
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the various frameworks of educational thinking arguments that divide different frameworks. • Demonstrate an understanding of how each of these frameworks of thinking works as well as the nature and purpose of educational theory. • Demonstrate an understanding of each of these frameworks of thinking engages with the concepts of 'truth', 'objectivity' and 'research'. • Demonstrate an understanding of how each of these frameworks of thinking makes the relationships between theory and practice.

Main Content	<ul style="list-style-type: none"> • The nature and purpose of educational theory • Positivist Educational Theory • Interpretive Educational Theory • Critical Educational Theory • Key concepts: 'truth', 'objectivity' and 'research' • The relationship between theory and practice 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	3		
<i>Selfstudy:</i>	69		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Computers in Education A
Generic Module Name	Computers in Education 707
Alpha-numeric Code	BED707
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Define information technology in schools. • Use ict including aspects of instructional design. • Use microsoft word, excel, and powerpoint. • Use e-learning learning especially as this relates to enhancing teaching. • Set a simple presentation. • Create out a document (worksheet) using • Animate the different slides (8 slides) on a topic of their choice. • Insert graphics and animations (sound etc) and to present it within a lesson. • Access their own e-mail accounts.

	<ul style="list-style-type: none"> • Send an e-mail to someone. • Attach a document+ excel sheet+ powerpoint presentation, sending it to someone. • Enter a url to a specific website. • Use a search engine (eg google) to search for particular information. • Copy a graphic from a particular website and insert it into their ms word document. 		
Main Content	<ul style="list-style-type: none"> • Integrating User Application Software into teaching <ul style="list-style-type: none"> • Operating System Windows 7-File management • MS Word – Develop resource material • MS Excel – Develop assessment tools • Internet and World Wide Web – Researching educational material • E-Mailing – Communicating for assessment purposes • MS Power Point – Developing and Presenting lessons • Assessing Instructional Design Theory Models <ul style="list-style-type: none"> • Problem based learning • Social Constructivist Theory • Learn by Doing • Blooms Taxonomy • Blended Learning and E-learning <ul style="list-style-type: none"> • Learning management systems • Open source and commercial applications – Sakai • Curriculum Design – CAPS and CAT • Trends in ICT Development <ul style="list-style-type: none"> • Tablet devices • Mobile Learning 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	29	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	70		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Computers in Education B		
Generic Module Name	Computers in Education 708		
Alpha-numeric Code	BED708		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify various Web 2.0 aspects. • Familiarize with current Web terminology. • To identify with the design principles, interface and navigation, good and bad design, Color and Images and Html. • Critically evaluating various sites. • Assess Technical and Visual Aspect of the website, check site authenticity and evaluate the content. • To create digital stories. • Insert Graphics and animation. • Use still images and present it within a lesson. • Implement basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support. 		
Main Content	<p>Internet and World Wide Web</p> <ul style="list-style-type: none"> • Website Design (design principles, interface and navigation, good and bad design, Color and Images and Html) • Website Evaluation (Content evaluation, pedagogy, technical and visual aspect, authenticity) • Movie Maker (digital stories, graphics and animation) <p>Computer Hardware Architecture</p> <ul style="list-style-type: none"> • Current basic computer hardware and software terminology. • Operation and care of computer-related hardware. • Legal and ethical issues concerning the use of computer-based technology. 		
Pre-requisite modules	None		
Co-requisite modules	BED740, BED700, BED711, BED747		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0

<i>Practicals:</i>	29	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	70		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Counselling Practice		
Generic Module Name	Counselling Practice 709		
Alpha-numeric Code	BED709		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)		
Year Level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate appropriate interpersonal communication skills that ensure effective counselling relationships. • Apply different intervention initiatives for different behavioural and other problems. • Analyse case study of counselling situations. • Facilitate personal growth and self-understanding of their own selves and of others, particularly their clients through appropriate uses of communication skills taught. 		
Main Content	<ul style="list-style-type: none"> • Counselling, Counselling Situations, Basic Counselling Skills, Counselling Process and Suitable conditions for Counselling; • Psychological Intervention and Dimensions of Intervention; • Counselling Practices including role-play, simulations and case study analysis 		
Pre-requisite modules	BED710		
Co-requisite modules	BED747, BED712, BED749, BED737, BED756, BED715, BED742		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	55	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	40	<i>Tutorials p.w.</i>	0

<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	24		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Counselling Theory		
Generic Module Name	Counselling Theory 710		
Alpha-numeric Code	BED710		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Describe the concept "counselling". • Demonstrate an understanding of counselling theories and apply them in practice. • Compare and contrast various counselling theories. • Identify theories that are relevant to South African context, especially with regard to school context. • Apply relevant theories to case studies. • To identify approaches that will be relevant for South African context (educational context). 		
Main Content	<ul style="list-style-type: none"> • What is counselling? • Theoretical approaches to counselling • Approaches relevant to the South African context • Research related to guidance and counseling • Ethical issues in counseling practice • The counselor as a person and as a professional 		
Pre-requisite modules	None		
Co-requisite modules	BED747, BED712, BED749, BED737, BED709, BED756, BED715, BED742		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		

<i>Assessments:</i>	3		
<i>Selfstudy:</i>	96		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Studies
Module Topic	Curriculum and Pedagogy A
Generic Module Name	Curriculum and Pedagogy 711
Alpha-numeric Code	BED711
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Locate curriculum and pedagogy in a broader social context. • Explain the curriculum. • Discuss how the curriculum should be understood. • Demonstrate an Understanding of the basic orientations to the curriculum (cognitive development, personal relevance, academic rationalism, social adaptations and social reconstruction, curriculum as technology) for the purpose of determining what educational purposes drive their teaching. • Explore what ideas or paradigms shape the actual construction of the curriculum. • Examine the implications of the central debates and issues raised for teaching and developing the curriculum in South Africa; and • Critically evaluate their curriculum practice by doing action research in the classroom. <p>Demonstrate from a professional development point of view:</p> <ul style="list-style-type: none"> • Foundational competence, i.e. an understanding of the knowledge and thinking about curriculum that informs the actions taken; • Practical competence, i.e. an ability, in an authentic context, to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the reflexive chosen action; and • Reflexive competence, i.e. an ability to integrate or connect performances and decision-making with understanding and an ability to adapt to change and

	unforeseen circumstances and to explain the reasons behind these actions.		
Main Content	Areas that are covered in this module include: <ul style="list-style-type: none"> • Curriculum and pedagogy as components of a schooling system – a system of public education; • Historical development of curriculum policy in South Africa • Conceptualising the curriculum; • Basic orientations to the curriculum underpinning educational values; • Curriculum approaches or paradigms shaping construction of the curriculum; • Learning and teaching with specific reference to learning as construction of meaning; everyday knowledge and school knowledge; and the teacher as mediator and assessor of learning; • An emancipatory role for the teacher; and • The reflective practitioner: Action research in the classroom 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	3		
<i>Selfstudy:</i>	69		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Development and Learning
Generic Module Name	Development and Learning 712
Alpha-numeric Code	BED712
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Explain the concept of holistic development and the importance of understanding the individual in context. • Refer to key debates and themes within developmental theory in understanding child development. • Demonstrate application of the basic assumptions, key concepts and educational implications of various theories of learning and development. • Analyse the factors impact on achievement at school • Explain the applicability of the theories in South African classrooms. 		
Main Content	<ul style="list-style-type: none"> • The concept of development • Key themes in development theory • Physical development • Development theories • Information Processing Theory • Behaviourism • Underachievement 		
Pre-requisite modules	None		
Co-requisite modules	BED747, BED749, BED710, BED737, BED709, BED756, BED715, BED742		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	3		
<i>Selfstudy:</i>	96		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Educational Psychology Research Project
Generic Module Name	Educational Psychology Research Project 715
Alpha-numeric Code	BED715
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118)
Year level	1

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Design appropriate research instruments. • Conduct an empirical research in the field of Educational Psychology ethically. • Use a range of appropriate data collection methods in an empirical study. • Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. • Integrate the various components of the research cycle. • Compile Educational Psychology research reports which meets postgraduate standards of scholarship. • Reflect critically on the outcomes of the enquiry and on the research process. • Develop the skills to present aspects of their research at seminars and conferences. 		
Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 		
Pre-requisite modules	BED747		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	39	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	50		
<i>Other:</i>	0		
Total Learning Time	150		1
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment		

Faculty	Education
Home Department	Educational Studies
Module Topic	Educational Leadership and Management
Generic Module Name	Educational Leadership and Management 716
Alpha-numeric Code	BED716
NQF Level	8
NQF Credit Value	15

Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Use the theoretical frameworks and conceptual tools of educational leadership and management in their understanding of schooling, in general, and schooling in South Africa, in particular. • Participate in debates about educational leadership and management in South Africa in ways that are theoretically sound and conceptually informed. • Use the theories and concepts introduced in the module to understand leadership and management experiences in their own workplace contexts. 		
Main Content	<p>Areas that are covered in this module include:</p> <ul style="list-style-type: none"> • Leadership versus Management • Leadership and Management Styles • Transactional leadership and management • Transformational leadership and management • Strategic leadership and management • Curriculum leadership and management • Constructivist leadership and management • Entrepreneurial leadership and management • Invitational leadership and management • Distributed leadership and management • Female/Feminist leadership • Micropolitical leadership • Leadership and emotional and social intelligence • Ethical leadership and management • Sustainable leadership 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments</i>	3		
<i>Selfstudy</i>	76		
Total Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Mathematics Education A		
Generic Module Name	Mathematics Education 718		
Alpha-numeric Code	BED718		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Solve appropriate mathematical problems with the aid of technology. • Evaluate mathematical curriculum unit. • Examine research articles related to the use of technology in mathematics. • Produce scholarly pieces related to the use of technology in mathematics. • Design lesson sequences incorporating the use of mathematical technologies. 		
Main Content	<ul style="list-style-type: none"> • A brief history of the use of technology in mathematics. • Use the following kind software effectively and efficiently teach and learn mathematics: Geometer's Sketchpad; Geogebra; Tinkerplots; Excel; Voyage 200; Microsoft Excel • Use technology to conjecture/ discover, generalize and justify mathematical results. • Falacies and misconceptions that might result from using mathematics technologies. • Zome Geometry • Mathematical technologies and assessment 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	5		
<i>Selfstudy:</i>	64		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Mathematics Education B		
Generic Module Name	Mathematics Education 719		
Alpha-numeric Code	BED719		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify and solve given problems in terms of Polya's method. • Report and reflect on their own ways of solving problems. • Read and reflect on the literature on problem solving. • Conduct classroom based research and write a research report. 		
Main Content	<ul style="list-style-type: none"> • Problem solving exercise and discussion of literature • Presentations on specialising, generalizing, conjecturing and convincing and readings • Reflecting on Process of problem solving • Presentation on students' selection of problems • Presentations on classroom based research 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	5		
<i>Selfstudy:</i>	64		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Education		
Module Topic	Orientation in Teaching and Learning of Languages		
Generic Module Name	Orientation in Teaching and Learning of Languages 720		
Alpha-numeric Code	BED720		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Identify the theoretical underpinnings of various orientations to language teaching. • Critically engage with the Curriculum and Assessment Policy for languages. • Analyse the strengths and weaknesses of genre-based approaches to language teaching. • Critically evaluate units of work including assessment tasks. 		
Main Content	<ul style="list-style-type: none"> • History of approaches to language teaching and learning • Theoretical underpinnings of the Curriculum and Assessment Policy (CAPS) for Languages • Teaching and assessing language and literacy in multilingual classrooms • Teaching and assessing genre-based approaches to reading and writing • Vygotskian learning theories • Hallidayan functional linguistics <p>Graduate attributes covered</p> <ul style="list-style-type: none"> • Developing a critical attitude towards knowledge, specifically through the lens of language pedagogy 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	36	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	82		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Home Department	School of Science and Mathematics Education
Module Topic	Science Education
Generic Module Name	Science Education A
Alpha-numeric Code	BED724
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>By the end of this module students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical awareness and understanding of socio-scientific issues in school sciences especially the nature of learning difficulties of students from socio-economically deprived backgrounds • Develop compensatory teaching and learning strategies in science classroom • Identify problems in science education, solve problems, make decisions, using critical and creative thinking • Demonstrate an understanding of current challenges that influence the teaching of science education locally and abroad • Collect, analyze, organize and critically evaluate information • Communicate effectively using visual, symbolic and/or language skills, IT skills • Demonstrate an understanding of the world as a set of related systems in a social-economic-cultural context. • Demonstrate knowledge and understanding of current research domains in science education
Main Content	<ul style="list-style-type: none"> • Learning objectives of CAPS and broader societal relevance • Relevance of Science Education • Learning to teach science and the teaching practice • Nature of scientific enquiry • Introduction to current issues in science education • Constructivism, Meta-cognitive strategies and science teaching/learning • Application of learning theories to science teaching • Exploring, structuring and constructing common science knowledge through instructional strategies • Reflective-creative teaching/learning assessment in sciences
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	Lectures p.w.	1
<i>Assignments & tasks:</i>	33	Practicals p.w.	0
<i>Practicals:</i>	20	Tutorials p.w.	0
<i>Assessments</i>	20		
<i>Selfstudy</i>	56		
<i>Other: Please specify</i>	0		
Total Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous Final Assessment (CFA)		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Science Education
Generic Module Name	Science Education B
Alpha-numeric Code	BED725
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>By the end of this module students should be able to:</p> <ul style="list-style-type: none"> • Develop a critical appreciation of curriculum issues relating to science education and an awareness of different science curriculum initiatives internationally and locally • Develop competence to review literature in science education • Demonstrate an ability to conduct literature searches in varied data bases • Understanding the role of theoretical frameworks to explain issues in science education • Compare curriculum reforms in two foreign countries alongside a critical look at curriculum development in science education • Explain curriculum development and implementation of change in South Africa and how various educational policies impact on the sciences. Case studies of policy implementation and the work of current Science Education Projects.
Main Content	<ul style="list-style-type: none"> • Relevance of science education locally and internationally • Problems, prospects and challenges of curriculum design and change

	<ul style="list-style-type: none"> • Role of literature review in the understanding of current issues in science education • The application of theoretical frameworks in science education • Teaching science in multi-cultural classrooms to second language learners. Integrating science with indigenous knowledge • What can educators learn from classroom-based research • Application of learning theories to science teaching • Developing lesson plans for micro-teaching on selected science concepts • Developing and implementing valid assessment instruments (including classroom interactions). 		
Pre-requisite modules	BED724		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	24	Lectures p.w.	1
<i>Assignments & tasks:</i>	30	Practicals p.w.	0
<i>Practicals:</i>	20	Tutorials p.w.	0
<i>Assessments</i>	20		
<i>Selfstudy</i>	56		
<i>Other: Please specify</i>	0		
Total Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Sociolinguistics in Education
Generic Module Name	Sociolinguistics in Education 726
Alpha-numeric Code	BED726
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between language and society. • Examine and discuss sociolinguistic issues and insights for understanding their impact on education.

	<ul style="list-style-type: none"> • Discuss, critique and analyze theories underpinning sociolinguistics in education. • Apply sociolinguistics knowledge in different social and educational contexts. • Critically reflect on sociolinguistic issues as they apply in their own classrooms. 		
Main Content	<ul style="list-style-type: none"> • Conceptualizing Sociolinguistics • Language Prestige and Ideologies • Language Attitudes and Language Choice • Theorising Language, Culture and Identity • Theorising Language and Gender Construction • Language Power, Variation and Diglossia • Language Contact, Pidgins and Creoles • Language Maintenance, Shift and Revitalization • Bi-/Multilingualism • Language and Code • Mother Tongue and Bilingual Education • Teaching and Learning Theories on Mother Tongue and Bilingual Education 		
Pre-requisite modules	BED724		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	24	<i>Lectures p.w.</i>	3
<i>Assignments & tasks:</i>	26	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	50	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	35		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment		

Faculty	Education
Home Department	School of Science and Mathematics Education
Module Topic	Science Education C
Generic Module Name	Science Education 731
Alpha-numeric Code	BED731
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the nature of science. • Develop an awareness of the general debates surrounding the scientific/technological literacy and various science curricula e.g. Science curriculum, Science-technology-Society (STS) curriculum and Science for All Curriculum. • Demonstrate an understanding of investigative issues in science education. • Explore investigative techniques to current problems in science education. • Identify the current curricular emphasis on indigenous knowledge systems. • Demonstrate an awareness of theoretical and practical issues relating to assessment of learning outcomes in science. 			
Main Content	<ul style="list-style-type: none"> • Current trends in science education research including IKS, scientific inquiry and nature of science • International and national bench mark testing in science education. • Current practices in data collection to understand challenges in the teaching of science at school. • Science, science education and culture. Teaching science in a multi-cultural classroom and socio-cultural issues in science education. • Recent curriculum reforms in school science e.g. C2005, STS, CAPS and Science for All, and implications for science teaching/learning. • Assessment and Assessment Standards • National and International comparative studies on achievement in science: Implication for policy. Curriculum development and instructional practices. 			
Pre-requisite modules	BED724, BED725			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	24	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	66	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	30			
<i>Selfstudy:</i>	150			
<i>Other:</i>	0			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Science Education D		
Generic Module Name	Science Education 732		
Alpha-numeric Code	BED732		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd (Hon) (4115 FT) (4116 PT) PGDE (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the basic nature of research in science education. • Demonstrate an understanding of the different perspective in social science research. • Demonstrate an awareness of the nature of classroom research. • Identify different designs used in science education. • Using varied instruments to collect evidence on issues in science. • Demonstrate an understanding management of knowledge and data in science education. • Demonstrate an understanding of report writing. 		
Main Content	<ul style="list-style-type: none"> • Formal and informal learning of science education • The influence of context on learning in the classroom • Cognition and metacognition in science education • Assessment and assessment practices in science education • Learning environments and its impacts on the teaching and learning of science 		
Pre-requisite modules	BED724, BED725, BED731		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	39	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	0		
<i>Other: Research</i>	90		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Special Needs and Support Services
Generic Module Name	Special Needs and Support Services 737
Alpha-numeric Code	BED737
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Critically analyse the South African Support services pre and post-apartheid era. • Explain models and theories underpinning learning support services in South Africa. • Understand the key theories and policy debates in special needs and inclusive education both nationally and internationally. • Distinguish between specialised and inclusive teaching practices. • Identify, and assess learners experiencing barriers to learning and development. • Develop and evaluate learning support programmes and materials which enable learners to gain access to the curriculum. • Describe and compare the roles and responsibilities of Institutional Level Support Teams, District Based Support Teams and Special Schools as a resource centre.
Main Content	<ul style="list-style-type: none"> • Introduction to South African learning support services • Introduction to Special Education and Inclusive Education. • Inclusive Education Policy development, current debates and initiatives in international and South African contexts • Specialised and inclusive teaching practices • Information processing approach to understanding intellectual and cognitive difficulties and differences • Medical and ecosystemic approaches to learning support • Identification, assessment and support: Communication, reading, writing and mathematics difficulties • Roles and responsibilities of Institutional Level Support Teams, District Based Support Teams and Special Schools as a resource centre
Pre-requisite modules	None
Co-requisite modules	BED747, BED712, BED749, BED709, BED 756, BED715, BED 710, BED742
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	3			
<i>Selfstudy:</i>	96			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Lifeskills and Health Education
Generic Module Name	Lifeskills and Health Education 739
Alpha-numeric Code	BED739
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop a school based programme to promote health and well-being • Explain the role of educators in transforming youth-at-risk into resilient youth who are able to meet the challenges of a changing society and contribute meaningfully to our new democracy • Define health promoting school's framework • Describe care and support for learners and educators • Identify youth at –risk and resilient youth • Explain sexuality and HIV/Aids Education
Main Content	<ul style="list-style-type: none"> • General introduction to lifeskills • Lifeskills, health education and life orientation • Defining health, mental health, health promotion • Mental health promotion and health promoting schools • Health promoting school's framework • Developing an effective, sustainable lifeskills interventions based upon HPS framework • HIV/ Aids developments • Sexuality and HIV/Aids Education (challenges and opportunities)

	<ul style="list-style-type: none"> Care and support for learners and educators Youth-at-risk and resilient youth 			
Pre-requisite modules	None			
Co-requisite modules	BED747, BED712, BED749, BED737, BED709, BED 750, BED742			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>		
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>		
<i>Assessments</i>	3			
<i>Selfstudy</i>	96			
<i>Other: Please specify</i>	0			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

Faculty	Education
Home Department	Educational Studies
Module Topic	South African Education
Generic Module Name	South African Education
Alpha-numeric Code	BED740
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Develop an understanding of education policy and the manner in which it reflects and shapes political, economic, social and cultural history. Develop an understanding of the history-sociology of education (colonial and apartheid) and policy development in South Africa with special reference to the period since 1994. Develop an understanding of education debates and contests in their own terms but also to analyse education policy and resistance in the light of broader societal issues of power, equity, democracy, economics and parity. Demonstrate an understanding of the links between education policy reform in post-apartheid South Africa and neo-liberal or market trends in the globalization of education policy.

	<ul style="list-style-type: none"> • Develop a theoretical understanding of schooling in structuralist and interactionist terms. • Demonstrate an understanding of sociology of education and some theories relating to processes of educational policy formulation and implementation. • Demonstrate an understanding of conceptual tools to engage with debates in contemporary South African education. 			
Main Content	<p>Areas that are covered in this module are:</p> <ul style="list-style-type: none"> • the history-sociology of modern missionary and colonial education in South Africa in the 20th Century: Contestation and debate. • the Bantu Education Act 1953: Reproduction of black labour, social control and resistance. • Alternatives to Bantu Education • ANC education in exile • RESA • Peoples Education • NEPI • Education in post-apartheid South Africa • Class and integration in Schools • Functional and Dysfunctional Schools • Education, state, society and schooling in South African education. • Experiences of and resistances to Apartheid education • Educational policy formulation and developing an alternative to Apartheid education. • Educational experiences in post-Apartheid South African education. • Learner achievement levels and teacher preparedness; Challenges in contemporary South African education. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	18	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	60	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Assessments</i>	3			
<i>Selfstudy</i>	69			
<i>Other: Please specify</i>	0			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education		
Home Department	Language Education		
Module Topic	Research in Language and Literacy		
Generic Module Name	Research Project B (Comparative Education) 742		
Alpha-numeric Code	BED742		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Design appropriate research instruments. • Conduct research in the field of Language Education ethically. • Use a range of appropriate data collection methods. • Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. • Integrate the various components of the research cycle. • Compile Language and Literacy research reports which meets postgraduate standards of scholarship. • Reflect critically on the outcomes of the enquiry and on the research process. • Develop the skills to present aspects their research at seminars and conferences. 		
Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 		
Pre-requisite modules	BED747		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	39	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		

<i>Assessments:</i>	40		
<i>Selfstudy:</i>	50		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Research in Educational Psychology A
Generic Module Name	Introduction to Educational Research 747
Alpha-numeric Code	BED747
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research. • Select and defend research designs illustrating an understanding of its ability to address the research questions. • Identify and review national and international literature in relation to the chosen topic in Educational Psychology. • Identify and explain a range of data collection methods that are appropriate to the chosen project. • Demonstrate an awareness of ethical issues associated with Educational Psychology empirical research. • Analyse the structure of a research proposal and identify the elements that could be included in their Educational psychology proposals. • Develop coherent Educational Psychology research proposals with acceptable research questions and hypotheses.
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Educational Psychology. • Understanding the aim and culture of research • Research paradigms and philosophy • Problem formulation • Literature review • Choosing a research topic in Educational Psychology • Methods of sampling • Methods of data collection • Data analysis and reporting • Writing a research proposal
Pre-requisite modules	None

Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer:/ tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	49		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Education Change Management
Generic Module Name	Enabling Education Change and Innovation 748
Alpha-numeric Code	BED748
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year Level	1
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Demonstrate an awareness and understanding of key issues and associated policy and theories informing change and educational change; • Demonstrate an understand of the complexity of change and educational change processes; • Demonstrate an awareness of key global, national, provincial and local education change imperatives and challenges; • Demonstrate an awareness of the effects of the 4th Industrial Revolution on individual and organizational learning in different educational contexts. • Demonstrate an ability to critically analyse and engage with various approaches to enabling change and educational change in different school and educational contexts;
Main Content	Areas covered in the module include: <ul style="list-style-type: none"> • Global and local educational change imperatives; • The various meanings of educational change;

	<ul style="list-style-type: none"> The various approaches to managing educational change; The role of the 4th Industrial Revolution and educational change. In-depth explorations of key issues regarding the management of educational change such as school effectiveness and school improvement; Planning for change; Learning organisations and thinking schools, professional learning communities, teacher agency, staff development, strategic planning, conflict management, collegiality, team work, and structural and cultural change. 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Time-table Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	26	<i>Lectures p.w.</i>	2	
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0	
<i>Assessment:</i>	4	<i>Tutorials p.w.</i>	1	
<i>Practicals:</i>	0			
<i>Selfstudy</i>	70			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psycho-Educational Assessment
Generic Module Name	Psycho-Educational Assessment 749
Alpha-numeric Code	BED749
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> Describe assessment in various contexts –psychological, educational, social, occupational, etc. Demonstrate understanding of assessment processes by describing the steps in assessment.

	<ul style="list-style-type: none"> Evaluate assessment tools and select appropriate assessment tools for specific assessment process and appropriate psychological, social, educational and career concerns and or problems. Develop assessment profiles for various personality traits using appropriate assessment tools (behavioural observations, interviews, reports, figure drawings, Bender Gestalt, sentences completion, other psychological tests, etc). Conduct general screening requiring interpretation of psychological or general personality functioning and psychological well-being of an individual. 		
Main Content	<ul style="list-style-type: none"> Assessment Overview - Clarification of Terms Assessment Process Fundamentals of Psychometrics and Assessment Assessment Tools Development of Assessment Profiles Assessment Report Writing Assessment Reporting 		
Pre-requisite modules	None		
Co-requisite modules	BED747, BED712, BED710, BED737, BED709, BED 750, BED715, BED742		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	30	<i>Practicals p.w.</i>	1
<i>Practicals:</i>	10	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	79		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Psychopathology
Generic Module Name	Psychopathology 756
Alpha-numeric Code	BED756
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)

Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a good theoretical understanding of the different causes of psychological disorders amongst children, adolescents and adults. • Demonstrate familiarity with the different intervention strategies being applied in the treatment of psychological disorders. • Demonstrate understanding of forming a differential diagnosis. • Identify and categorise different types of psychological problems. • Integrate existing research to analyse issues pertaining to children, adolescents or adults with emotional or behavioural problems. • Demonstrate a good understanding of the role of culture in the diagnosis and treatment of psychological disorders in South Africa. • Distinguish between various approaches and select the most appropriate intervention for the context. 		
Main Content	<ul style="list-style-type: none"> • Introduction to the study of child, adolescent and adult psychopathology • Theories and causes of child, adolescent and adult psychopathology • Assessment and treatment of child, adolescent and adult psychopathology • Diagnostic clinical evaluation • Externalising disorders • Internalising disorders • Developmental disorders • Neurological disorders • Learning disorders • Substance use disorders • Psychotic disorders • Eating disorders • Sleep and movement disorders • Child maltreatment 		
Pre-requisite modules	None		
Co-requisite modules	BED747, BED712, BED749, BED737, BED709, BED715, BED 710		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	20	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	30	<i>Tutorials p.w.</i>	0

<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	64		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Education		
Module Topic	Formal Language Study		
Generic Module Name	Formal Language Study 751		
Alpha-numeric Code	BED751		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain the key differences between formal and functional approaches to language. • Demonstrate a basic understanding of the formal properties of language. • Demonstrate an understanding of the key elements of Systemic Functional Grammar as a theory of language in social context. • Analyse texts to determine the patterns and effects of choices in ideational, interpersonal and textual meaning. 		
Main Content	<ul style="list-style-type: none"> • Systemic Functional Linguistics for language educators. • Grammar basics • Teaching language structure and use: approaches and current issues • Formal properties of language • Social theory of language • Functional approach to language study • Text analysis • Multimodality • Writing and signing systems 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	36	<i>Practicals p.w.</i>	0

<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	82		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Adolescent Literature in the Reading Curriculum
Generic Module Name	Adolescent literature 752
Alpha-numeric Code	BED752
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Describe adolescent or young adult literature. • Analyse the role of adolescent literature in the development of a world view and the development of a life-long reader. • Summarise elements of (and reading materials representing) popular culture and how those elements affect teen reading interests. • Evaluate books across various text types and themes. • Identify books used in the classroom and library and assess goals for creating a climate of understanding and appreciation for diverse cultures and heritages. • Develop activities for motivating young adults to read and discuss books critically, for example: book clubs, literary circles. • Analyse literary elements -- for example: content, plot, characterization, dialogue, and point of view in story and apply critical judgments to selected literature. • Create a literature unit demonstrating an understanding of the body of contemporary young adult literature and best practices for using literature with teenage readers.
Main Content	Students will read, interpret and critically assess a wide array of literary texts. This will serve as a basis for a well-informed examination of the role of adolescent literature in the development of a wholesome world view and the development of a life-long reader. Following a socially-aligned conceptualization of young adult literature, the module equips students with response-centered

	<p>approaches to literature that can help adolescents develop a repertoire of strategies and skills for personalizing their reading of literature. By applying relevant theoretical issues and insights students will be able to formulate a set of criteria/procedures for both selecting and using well-informed selections of literary texts with adolescents. This will encourage young adults to:</p> <ul style="list-style-type: none"> • Develop an appreciation of how language works in texts as they make meaning of what they read, • Bring their own experience to bear on what they read and write in response to their reading, develop cultural awareness through a reflection of cultural differences, • Promote an understanding of the role of the individual in society and the need for socio-cultural literacy. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	36	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		
<i>Selfstudy:</i>	89		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		
Faculty	Education		
Home Department	Language Education		
Module Topic	ICTs in Language Education		
Generic Module Name	ICTs in Language Education 753		
Alpha-numeric Code	BED753		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop an informed understanding of new technologies and how they can contribute to language learning and teaching. 		

	<ul style="list-style-type: none"> • Understand and communicate relevant jargon and concepts in order to communicate more effectively with learners, colleagues, ICT managers and technicians in educational institutions and with software suppliers. • Demonstrate familiarity with the basics of computer assisted language learning (CALL), and different approaches to using CALL software in the (multilingual) language classroom. • Articulate and demonstrate the possibilities and constraints of multimedia in language teaching. • Demonstrate an understanding of the implications of new media and technologies for developing multimodal, mobile and digital literacies. • Critically evaluate multimedia as tools for teaching and learning languages and literacies. • Develop a language learning unit using ICTs. 		
Main Content	<p>The approach will be pedagogy-driven with an emphasis on language teaching methodologies that can be implemented successfully with the aid of new technologies.</p> <ul style="list-style-type: none"> • Conceptualising ICTs in relation to education policies • Understanding theories of learning and teaching in ICTs • Introduction to new technologies • Introduction to computer hardware and software: what the language teacher needs to know • Using word-processing and presentation software in the Languages classroom • Introduction to Computer Assisted Language Learning (CALL). Be familiar with the basics of computer assisted language learning (CALL), beginning with a definition of CALL, its historical development and an overview of different types of programmes. Different approaches to using CALL software in the languages classroom are explored, from whole-class teaching to distance learning. • Introduction to multimedia CALL • General characteristics of digital media • Exploiting World Wide Web resources online and offline • Integrating and critically evaluating ICTs in language teaching. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	36	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	4		

<i>Selfstudy:</i>	89		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Language Education		
Module Topic	Language in Education Policy and Planning		
Generic Module Name	Language in Education Policy 754		
Alpha-numeric Code	BED754		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of key concepts in language in education policy and planning, 'mother tongue' education and bi-/ multilingual education. • Demonstrate an awareness and understanding of the current LiEP in South Africa and the debates surrounding it. • Evaluate models of language planning in South Africa and elsewhere. • Develop language planning models for South African educational institutions. 		
Main Content	<ul style="list-style-type: none"> • Language policy and language planning • Models of language planning • Language in education policies: A comparative perspective • Debates in 'mother tongue' education • Bi- and multilingual education models 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	36	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		

<i>Assessments:</i>	4		
<i>Selfstudy:</i>	89		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Education studies
Module Topic	Key Issues in Educational Leadership
Generic Module Name	Key issues in Educational Leadership 755
Alpha-numeric Code	BED755
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate broad awareness and understanding of key educational leadership imperatives and approaches. • Demonstrate an analytical and critical understanding of educational leadership concept and related research, practice and policy. • Explain relationships between leadership theories, practice and outcomes. • Apply educational theory to educational practice and research.
Main Content	Areas that are covered in this module include: <ul style="list-style-type: none"> • Key global and local educational leadership imperatives and challenges. • Educational leadership conceptualisation • Mainstream approaches to educational leadership practice and study • The link between educational leadership, context, institutional culture, change, policy and school effectiveness and improvement. • In-depth explorations of key issues associated with educational leadership such as values, ethics, individual and dispersed leadership, formal and informal leadership and leadership development.
Pre-requisite modules	BED716
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	4			
<i>Selfstudy:</i>	75			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100%			
	Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Language Education
Module Topic	Research in Language and Literacy A
Generic Module Name	Research in Language and Literacy 711
Alpha-numeric Code	EDU711
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research. • Select and defend research designs illustrating an understanding of its ability to address the research questions. • Identify and review national and international literature in relation to the chosen topic in Language and Literacy. • Identify and explain a range of data collection methods that are appropriate to the chosen project. • Demonstrate an awareness of the ethical dimensions of research in Language and Literacy. • Analyse the structure of a Language and Literacy research proposal and identify the elements that could be included in their proposals. • Develop coherent Language and Literacy research proposals.
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Language and Literacy • Understanding the aim and culture of research • Research paradigms and philosophy • Problem formulation

	<ul style="list-style-type: none"> Literature review Choosing a research topic on Language an Methods of data collection Literacy Data analysis and reporting Writing a research proposal 		
Pre-requisite modules	BED747		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer: / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	49		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Research in Educational Leadership and Management A
Generic Module Name	Research in Educational Leadership and Management 712
Alpha-numeric Code	EDU712
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year Level	1
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research Select and defend research designs illustrating an understanding of its ability to address the research questions Identify and review national and international literature in relation to the chosen topic in Educational Leadership and Management Identify and explain a range of data collection methods that are appropriate to the chosen Educational Leadership and Management project

	<ul style="list-style-type: none"> • Demonstrate an awareness of the ethical dimensions of research in Educational Leadership and Management • Analyse the structure of an Educational Leadership and Management research proposal and identify the elements that could be included in their proposals • Develop coherent Educational Leadership and Management research proposals with acceptable research questions and hypotheses 		
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Educational Leadership and Management • Understanding the aim and culture of research • Research paradigms and philosophy • Problem formulation • Literature review • Choosing a research topic in the field of Educational Leadership and Management • Methods of data collection • Data analysis and reporting • Writing a research proposal 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	49		
<i>Other: Please specify</i>	0		
Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Mathematics Education
Module Topic	Research in Mathematics Education A
Generic Module Name	Research in Mathematics Education 713
Alpha-numeric Code	EDU713
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)
Year level	1

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research. • Select and defend research designs illustrating an understanding of its ability to address the research questions. • Identify and review national and international literature in relation to the chosen topic in Mathematics Education. • Identify and explain a range of data collection methods that are appropriate to the chosen project. • Demonstrate an awareness of the ethical dimensions of research in Mathematics Education. • Analyse the structure of a Mathematics Education research proposal and identify the elements that could be included in their proposals. • Develop coherent Mathematics Education research proposals with acceptable research questions and hypotheses. 		
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Mathematics Education • Understanding the aim and culture of research • Research paradigms and philosophy • Problem formulation • Literature review • Choosing a research topic in Mathematics Education • Methods of data collection • Data analysis and reporting • Writing a Mathematics Education research proposal <p>Graduate attributes covered</p> <ul style="list-style-type: none"> • Developing a critical attitude towards knowledge, with particular reference to research in the field of language education 		
Pre-requisite modules	BED747		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	49		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Research in Science Education		
Generic Module Name	Research in Science Education A		
Alpha-numeric Code	EDU714		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year Level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research • Select and defend research designs illustrating an understanding of its ability to address the research questions • Identify and review national and international literature in relation to the chosen topic in Science Education • Identify and explain a range of data collection methods that are appropriate to the chosen project • Demonstrate an awareness of the ethical dimensions of research in Science Education • Analyse the structure of a Science Education research proposal and identify the elements that could be included in their proposals • Develop coherent Science Education research proposals with acceptable research questions and hypothesis 		
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Science Education • Understanding the aim and culture of research • Research paradigms and philosophy • Choosing a research topic in Science Education • Problem formulation and development of research questions • Literature review • Methods of data collection • Data analysis and reporting • Writing a research proposal 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	28	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0

<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	10		
<i>Selfstudy:</i>	72		
<i>Other: Please specify</i>	0		
Total Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Educational Psychology
Module Topic	Research in Educational Psychology A
Generic Module Name	Research in Educational Psychology A 715
Alpha-numeric Code	EDU715
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	BEd (Hon) (4117) (4118) PGDip (4652)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop appropriate research questions both individually or collaboratively with their colleagues, and outline the main objectives of the research. • Select and defend research designs illustrating an understanding of its ability to address the research questions. • Identify and review national and international literature in relation to the chosen topic in Educational Psychology. • Identify and explain a range of data collection methods that are appropriate to the chosen project. • Demonstrate an awareness of ethical issues associated with Educational Psychology empirical research. • Analyse the structure of a research proposal and identify the elements that could be included in their Educational psychology proposals. • Develop coherent Educational Psychology research proposals with acceptable research questions and hypotheses.
Main Content	<ul style="list-style-type: none"> • Introduction to Research as a systematic form of inquiry in Educational Psychology. • Understanding the aim and culture of research • Research paradigms and philosophy • Problem formulation • Literature review • Choosing a research topic in Educational Psychology • Methods of sampling • Methods of data collection

	<ul style="list-style-type: none"> Data analysis and reporting Writing a research proposal 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer:/ tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	49		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education
Home Department	Language Education
Module Topic	Research in Language and Literacy B
Generic Module Name	Research in Language and literacy 721
Alpha-numeric Code	EDU721
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Design appropriate research instruments. Conduct research in the field of Language Education ethically. Use a range of appropriate data collection methods. Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. Integrate the various components of the research cycle. Compile Language and Literacy research reports which meets postgraduate standards of scholarship. Reflect critically on the outcomes of the enquiry and on the research process. Develop the skills to present aspects their research at seminars and conferences.

Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 		
Pre-requisite modules	EDU711		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	39	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	50		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 0% Final Assessment (FA): 100%		
Assessment Module type	Final Assessment (FA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Research in Educational Leadership and Management B
Generic Module Name	Research in Educational Leadership and Management 722
Alpha-numeric Code	EDU722
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Design appropriate research instruments. • Conduct research in Educational Leadership and Management ethically. • Use a range of appropriate data collection methods in an empirical study. • Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. • Integrate the various components of the research cycle.

	<ul style="list-style-type: none"> • Compile Educational Leadership and Management research reports which meets postgraduate standards of scholarship. • Reflect critically on the outcomes of the enquiry and on the research process. • Develop the skills to present aspects of their research at seminars and conferences. 			
Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 			
Pre-requisite modules	EDU712			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	39	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	40			
<i>Selfstudy:</i>	50			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Mathematics Education
Module Topic	Research in Mathematics Education B
Generic Module Name	Research in Mathematics Education 723
Alpha-numeric Code	EDU723
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	BEd Hons (4115) (4116)
Year level	1

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Design appropriate research instruments. • Demonstrate an ability to conduct research in Mathematics Education ethically. • Use a range of appropriate data collection methods in an empirical study. • Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks. • Integrate the various components of the research cycle. • Compile Mathematics Education research reports which meets postgraduate standards of scholarship. • Reflect critically on the outcomes of the research process. • Develop the skills to present aspects of their research at seminars and conferences. 			
Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 			
Pre-requisite modules	EDU713			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	1	
<i>Assignments & tasks:</i>	40	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	40			
<i>Selfstudy:</i>	50			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 0% Final Assessment (FA): 100%			
Assessment Module type	Final Assessment (CA)			
Faculty	Education			
Home Department	School of Science and Science Education			
Module Topic	Research in Science Education B			
Generic Module Name	Research in Science Education 724			
Alpha-numeric Code	EDU724			
NQF Credit Value	15			
Duration	Semester			

Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116)		
Year Level	1		
Main Outcomes	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> • Design appropriate research instruments to investigate their selected research problem • Conduct research in Science Education ethically • Use a range of appropriate data collection methods in an empirical study • Analyse and interpret data according to acceptable models of analysis, showing awareness of alternative models of analysis and theoretical frameworks • Integrate the various components of the research cycle • Compile a Science Education research report which meets postgraduate standards of scholarship • Reflect critically on the outcomes of the enquiry and on the research process • Develop the skills to present their research aspects at seminars 		
Main Content	<ul style="list-style-type: none"> • Refinement of research topic, research aims and research questions • Revision of research proposal and development of research instruments • Extension of literature review • Data Collection • Methods of analysis of quantitative and qualitative data • Issues of validity and reliability • Report writing 		
Pre-requisite modules	EDU714		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	39	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	50		
<i>Other: Please specify</i>	0		
Total Learning Time	150		
Method of Student Assessment	Continuous Assessment (CA): 0% Final Assessment (FA): 100%		
Assessment Module type	Final Assessment (FA)		

Faculty	Education		
Home Department	School of Science and Mathematics Education		
Module Topic	Advanced Geometry		
Generic Module Name	Mathematics D		
Alpha-numeric Code	EDU716		
NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <p>Demonstrate manipulative competence and ability to do investigations in:</p> <ul style="list-style-type: none"> • The Construction of geometric shapes in two and three dimensions. • Euclidean and non - Euclidean geometries. • Generating definitions, logical arguments and proofs. 		
Main Content	<ul style="list-style-type: none"> • Using dynamic software to construct geometric figures • Geometry of 2D shapes and lines: triangles, quadrilaterals, similar triangles, intersecting lines and angles, parallel lines • Circle geometry: Midpoint theorem and its converse; Angle at centre is twice angle at circumference theorem and associated corollaries; angle in semi-circle theorem 7 its converse; angles in the same segment of a circle are equal and its converse and related corollaries; cyclic quad theorems and their converses; tangent theorems and their converses. • Triangle geometry: Congruency, Similarity and Concurrency; Ratio and proportion • Special theorems: Viviani's theorem and Napoleon's Theorem • Zome geometry • Fractal Geometry • Spherical geometry • Taxicab geometry • Construction of definitions • Function of Proof • Geometric proofs and rider strategies 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0

<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	20			
<i>Selfstudy:</i>	59			
<i>Other:</i>	0			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education			
Home Department	School of Science and Mathematics Education			
Module Topic	Introduction to Linear Algebra			
Generic Module Name	Mathematics Education C			
Alpha-numeric Code	EDU726			
NQF Level	8			
NQF Credit Value	15			
Duration	Semester			
Proposed semester to be offered	Second Semester			
Programmes in which the module will be offered	BEd Hons (4115) (4116) PGDip (4652)			
Year level	1			
Main Outcomes	On completion of this module, students should be able to: Demonstrate a profound understanding and manipulative competence of: <ul style="list-style-type: none"> • Linear equations • Matrices and matrix operations • Determinants • Applications of matrices and determinants. 			
Main Content	<ul style="list-style-type: none"> • Introduction to linear algebra; solving systems of linear equations • Introduction to matrices; Gauss-Jordan Elimination • Algebra of matrices • Inverses of matrices • Determinants and Cramer's Rule • Areas of triangles using determinants • Application of matrices in cryptography 			
Pre-requisite modules	None			
Co-requisite modules	None			
Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table	
Contact with lecturer / tutor:	21	Lectures p.w.	1	
Assignments & tasks:	60	Practicals p.w.	0	
Practicals:	21	Tutorials p.w.	0	

Tutorials:	0		
Assessments:	15		
Selfstudy:	33		
Other:	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

Faculty	Education		
Home Department	Educational Studies		
Module Topic	Teaching and Learning in Higher Education		
Generic Module Name	Teaching and Learning 711		
Alpha-numeric Code	HES711		
NQF Level	8		
NQF Credit Value	30		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)		
Year level	1		
Main Outcomes	<p>On completion of this module, student should be able to:</p> <ul style="list-style-type: none"> • Plan and design learning-centred teaching • Explain learning-centred approaches • Implement learning-centred teaching strategies • Implement strategies that address diversity • Provide evidence of the use of reflective practice to develop effectiveness as a university teacher • Recognize and implement appropriate responses to student and peer feedback. 		
Main Content	<ul style="list-style-type: none"> • The higher education context: diversity and transformation • Student learning • Planning for learning • Classroom management and innovation • Innovative learning-centred teaching • Reflective higher education practice. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	44	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0

<i>Tutorials:</i>	0		
<i>Assessments:</i>	92		
<i>Selfstudy:</i>	164		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	Educational Psychology		
Module Topic	Assessment in Higher Education		
Generic Module Name	Assessment 712		
Alpha-numeric Code	HES712		
NQF Level	8		
NQF Credit Value	30		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Describe and critique existing assessment practice, explaining the principles of assessment and learning utilized. Adapt existing summative assessment practice so as to enhance implementation of principles of meaningful assessment. Adapt existing assessment practice so as to achieve a more desirable impact on learning. Confidently advise fellow academics on sound assessment practice. 		
Main Content	<ul style="list-style-type: none"> Purposes of assessment Types of assessment Principles of sound assessment Impact of assessment on learning Assessment methods Constructive alignment Educational evaluation Critical reflection. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	64	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0

<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	116		
<i>Selfstudy:</i>	120		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education		
Home Department	Education Studies		
Module Topic	ICTs for Teaching and Learning in Higher Education		
Generic Module Name	ICTs for Teaching and Learning 713		
Alpha-numeric Code	HES713		
NQF Level	8		
NQF Credit Value	30		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Analyse current context in relation to pedagogic problems, students' learning needs, and identify available technologies and their affordances. Design and develop technology-enhanced learning intervention using technology suitable to the context. Implement and evaluate a pilot of the technology-enhanced learning intervention. Reflect on the process of analyzing, designing, developing, implementing and evaluating the technology-enhanced learning intervention. 		
Main Content	<ul style="list-style-type: none"> Current practices of designing and developing technology-enhanced learning intervention in the southern African higher education context. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	55	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0

<i>Tutorials:</i>	0		
<i>Assessments:</i>	81		
<i>Selfstudy:</i>	164		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	CACE
Module Topic	Community Engagement in Higher Education
Generic Module Name	Service-Learning and Community Engagement in Higher Education 714
Alpha-numeric Code	HES714
NQF Level	8
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Understand, contextualise and critically engage with service-learning within the contemporary theoretical and conceptual perspectives on community engagement (CE) in higher education (HE). • Demonstrate an understanding of the complexities of and key requirements for sustainable collaborative relations needed for engaging in experiential learning methodologies. • Develop an innovative curriculum for a service learning (SL) module or capacity building programme in which SL features as an experiential, transformative pedagogy. • Understanding the difference between modes of inquiry and the application of mode 2 inquiry (to develop useful knowledge) to advance their own teaching practice through systematic, participatory research into and through SL and CE.
Main Content	<p>The module comprises of the themes and subjects considered relevant towards developing best teaching practice in experiential learning pedagogies and in particular in service-learning. The four main themes covered are:</p> <ul style="list-style-type: none"> • Theoretical, conceptual and institutional policy perspectives on the development of SL in CE • Participants will be familiarised with the conceptual and theoretical frameworks of SL and CE and required to

	<p>analyse the role of institutional policy and practice in realising SL and CE within the SA context.</p> <ul style="list-style-type: none"> • Collaborative Practices in SL and CE • Reciprocity is central to engaging students in community-based curricular work. A clear grasp of the concept community and the process of initiating, establishing and maintaining collaborative relationships and linkages are paramount to this reciprocity. • Application of Service-Learning in curriculum design • The theoretical and conceptual framework for SL forms the foundation of this theme. Phases of curriculum design; Reflection; Assessment; and evaluation are implemented within the context of risk management and quality assurance in experiential teaching and learning. • Research in SL and CE • Research in teaching is one of the pathways to scholarship of engagement which entails reflecting on and writing about one's own work. Participants will be introduced to research aligned with the development of mode 2 knowledge production through applicable research methodologies. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	21	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	118		
<i>Selfstudy:</i>	101		
<i>Other:</i>	60		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Citizenship, Social Inclusion and Difference in Higher Education
Generic Module Name	Citizenship, Social Inclusion and Difference 715
Alpha-numeric Code	HES715
NQF Level	8
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)		
Year level	1		
Main Outcomes	<p>On completion of this module, student should be able to:</p> <ul style="list-style-type: none"> • Critique current approaches towards difference, inclusion and citizenship education. • Apply research techniques to construct further understanding about difference, inclusion and citizenship in higher education and own teaching and learning context. • Reflect in relation to own teaching and learning context. • Apply understanding about difference, inclusion and citizenship to own teaching and learning context. 		
Main Content	<p>Theoretical approaches, research approaches, teaching approaches in relation to:</p> <ul style="list-style-type: none"> • Critical pedagogy • Citizenship education • Social justice in education • Difference, social inclusion and citizenship in higher education and the application thereof 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	56	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	76		
<i>Selfstudy:</i>	168		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	Education Studies		
Module Topic	Research for Enhancing Teaching and Learning in Higher Education		
Generic Module Name	Research for Enhancing Teaching and Learning 716		
Alpha-numeric Code	HES716		
NQF Level	8		
NQF Credit Value	30		
Duration	Semester		
Proposed semester to be offered	First Semester		

Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Explain and apply selected research approaches to enhance own educational practice. • Critically evaluate research findings and relate these to own educational practice. • Design a practice-based research project within own teaching and learning context. • Engage in conversation with peers about educational research for change in own teaching and learning context. 		
Main Content	<ul style="list-style-type: none"> • Research into teaching and learning • Applied research orientated towards change • Research for innovation 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	56	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	80		
<i>Selfstudy:</i>	164		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Academic Leadership and Management in Higher Education
Generic Module Name	Academic Leadership and Management 717
Alpha-numeric Code	HES717
NQF Level	8
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)
Year level	1

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Discuss the role of the academic leader with specific reference to the difference between leadership and management, change management, quality assurance. • Manage an academic department with specific reference to performance management, capacity building/ professional development, aspects of hr and financial planning. • Explain and manage/ facilitate develop of women in leadership. • Contribute to policy-making (institutional and national) on teaching and learning issues in higher education. • Interpret and apply institutional and national higher education policy with specific reference to teaching and learning. 		
Main Content	<ul style="list-style-type: none"> • Roles and responsibilities of the academic leader in higher education • Different facets of leadership, with focus on academic department • National higher education context, including relevant policy issues 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	110	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	100		
<i>Selfstudy:</i>	90		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	CACE
Module Topic	Work and Learning in Higher Education
Generic Module Name	Work and Learning 718
Alpha-numeric Code	HES718
NQF Level	8
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Design and implement work in learning components in the in-house curriculum in line with graduate attributes. • Design work in learning components for internships in line with graduate attributes. • Apply knowledge of transfer theories to the design of work in learning components. • Explain differences in knowledge, practice and learning between universities and workplaces. 		
Main Content	<ul style="list-style-type: none"> • Work in learning design in-house • Design of teaching events in internships to promote transfer 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	88	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	30		
<i>Selfstudy:</i>	167		
<i>Other:</i>	15		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Education Studies
Module Topic	Post-Graduate Supervision
Generic Module Name	Post-Graduate Supervision 719
Alpha-numeric Code	HES719
NQF Level	8
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	PGDip (Higher Education in Teaching and Learning) (4655)
Year level	1

Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Discuss the post-graduate context in higher education and its challenges. • Describe and facilitate the pre-supervision process which includes frameworks for research training, selecting prospective candidates, contracting candidates, understanding the challenges of international students and students with non-english speaking backgrounds, as well as applying ethical requirements for candidates' research projects. • Explain and facilitate the supervision process which includes supervising the proposal writing process, supervising literature reviews, providing formative feedback to candidates and supervising the conclusion chapter of a study. • Explain and facilitate completion of the supervision process which includes examiners, assessing these and dissertations, as well as preparing candidates for oral examinations. 		
Main Content	<ul style="list-style-type: none"> • Supervisory skills and practices towards improving supervisory capacity • Critical investigation of own current practices • Post-graduate supervision as a specialized area of teaching in higher education 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	32	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	50		
<i>Selfstudy:</i>	218		
<i>Other:</i>	0		
Total Learning Time	300		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	IPSS		
Module Topic	TVET in the Economy and Society		
Generic Module Name	TVET in the Economy and Society 701		
Alpha-numeric Code	TVT701		
NQF Level	8		

NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Provide theoretically informed discussions/analyses of contemporary issues in TVET, economy and society; • Critique underpinning theoretical positions within arguments around TVET, work and learning; • Engage critically with scholarship on issues relevant to TVET and the economy. 		
Main Content	<ul style="list-style-type: none"> • Competing theoretical perspectives on TVET, the economy and society; (e.g. human capital theory, skills formation theory, political economy of skill; development theory and its revisionists) • Selected Issues and Debates within TVET in an international context (e.g. globalization, knowledge economies, nature of work, poverty reduction and/or social inclusion; skills development, school to work transitions; learning pathways) • SA policy positions and research findings within TVET. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS
Module Topic	Theorists and Theories in TVET and Post-Schooling
Generic Module Name	Theorists and Theories in TVET and Post-Schooling 702
Alpha-numeric Code	TVT702
NQF Level	8

NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of concepts and theoretical perspectives in the field of TVET and broader post-schooling. • Identify theories within academic texts. • Compare and contrast TVET theoretical approaches with other approaches to disciplinary knowledge acquisition. 		
Main Content	<ul style="list-style-type: none"> • Theories of vocational education – theoretical paradigms and concepts in the field of TVET • Vocational theorists inter alia Bernstein, B. (1990: 1999), Billett, S. and Seddon T. (2006), Gamble, J. (2003) Guile, D & Young, M. (2001). Huddleston, Prue; Unwin, Lorna (2007) Lave & Wenger (1990) McGrath, S., Badroodien, A., Kraak, A., Unwin, L. (2004) Oketch, M. (2006) Young, M., Gamble, J. (2006). Young, M (2006) • Horizontal and vertical learning discourses, situated learning, theories of academic and workplace learning, formal and informal learning. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	IPSS		
Module Topic	Teaching and Learning in Post-School Contexts		
Generic Module Name	Teaching and Learning in Post-School Contexts 703		
Alpha-numeric Code	TVT703		

NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Engage critically with learner-centred pedagogies and andragogies in post-school settings. Apply reflective learning principles in own learning and teaching. Plan classroom activities using problem based learning and experiential learning methodologies. Initiate mentoring and support strategies in simulated and workplace based settings. 		
Main Content	<ul style="list-style-type: none"> Theoretical underpinnings of post-school, learner-centred pedagogies and andragogies reflective learning tools and strategies Problem Based Learning (PBL) and experiential learning principles Mentoring and support strategies in the workplace 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS
Module Topic	Traditions of Reflective Practice in TVET Settings
Generic Module Name	Traditions of Reflective Practice in TVET Settings 704
Alpha-numeric Code	TVT704
NQF Level	8
NQF Credit Value	15

Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the underpinnings of reflective practice. • Undertake comparative studies of TVET literature. • Demonstrate reflective practice in TVET settings. • Demonstrate understanding of a range of methodologies for the teacher as researcher. 		
Main Content	<ul style="list-style-type: none"> • Traditions of inquiry into education for purposes of reflective practice eg. positivist paradigms, critical approaches, action-research • Conducting searches for relevant texts • Critical reading of academic texts – summarising, evaluating, analysing • Quantitative and qualitative research methods, matching method to purpose • Constructing appropriate research questions in TVET and post-school contexts that build the local knowledge base. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	10	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	40		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS
Module Topic	Assessment and Recognition of Prior Learning (RPL) in Post-School Settings
Generic Module Name	Assessment and Recognition of Prior Learning (RPL) in Post-School Settings 705
Alpha-numeric Code	TVT705

NQF Level	8		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	First Semester		
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Identify and discuss theoretical perspectives on assessment and RPL. Debate the social purposes of assessment particularly relating to RPL. Analyse assessment reform in the TVET and post-school context. Critically discuss assessment choices taken within South African post-school and TVET practice. 		
Main Content	<ul style="list-style-type: none"> Philosophical approaches and theories of assessment and RPL Debates in assessment theory Assessment in the TVET and post-school contexts and for RPL Contemporary developments in TVET and post-school assessment reform e.g. RPL, CBT, portfolios. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS/SSME
Module Topic	Mathematics Teaching in TVET
Generic Module Name	Mathematics Teaching in TVET 706
Alpha-numeric Code	TVT706
NQF Level	8
NQF Credit Value	15

Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of theoretical perspectives of mathematics teaching in a vocational context. • Engage critically in issues and debates around mathematics education in a TVET context. • Develop and adapt models of mathematics methodologies for teaching, learning and assessment in a vocational context. 		
Main Content	<ul style="list-style-type: none"> • Mathematics Education theoretical perspectives • Comparative approaches to mathematics teaching in vocational contexts • Models of Mathematics Education in post school settings • Mathematics Programme design aspects 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Faculty of Education
Home Department	IPSS/Dept Language Studies
Module Topic	Language Teaching in TVET
Generic Module Name	Language Teaching in TVET 707
Alpha-numeric Code	TVT707
NQF Level	NQF 8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	Post-Graduate Diploma in Vocational Education (4656)		
Year level	1		
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Examine the academic and motivational effects of learning in a second or third language; • Analyse links between language and other subjects in TVET curricula; • Compare different methods of teaching language across the curriculum; • Implement appropriate methods of language teaching that could be applied in TVET settings. 		
Main Content	<ul style="list-style-type: none"> • Theories of second language learning • Approaches to teaching Language Across the Curriculum (LAC) • Application of the above to post school/vocational students who are learning in a second language • Comparative approaches to assisting students whose first language is not the LOLT 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS/Dept Educational Psychology
Module Topic	Student Support and Counselling in TVET Contexts
Generic Module Name	Student Support and Counselling in TVET Contexts 708
Alpha-numeric Code	TVT708
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)

Year level	1		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Devise and implement institutional policies on student equity, diversity and inclusion within a post-school context. • Oversee academic interventions and remediation for effective student progression within a post-school context. • Establish student counseling services including career counselling. • Implement student health, safety and wellness and referral strategies within a post-school context. 		
Main Content	<ul style="list-style-type: none"> • National student policy within TVET College student governance and management frameworks • Academic assessment and remediation interventions for post-school students • Career counseling for post-school learners • Basic counselling and referral mechanisms, occupational health and safety frameworks within a vocational context. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS
Module Topic	Curriculum Development in TVET Contexts
Generic Module Name	Curriculum Development in TVET Contexts 709
Alpha-numeric Code	TVT709
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)
Year level	1

Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"> • Demonstrate understanding of key curriculum concepts and theoretical perspectives in the field of programme development in TVET. • Engage critically with models of curriculum and programme design within global perspectives of vocational education. • Apply curriculum design principles in vocational contexts. 		
Main Content	<ul style="list-style-type: none"> • Curriculum theory perspectives • Models of Curriculum development • Principles of programme design • Comparative global curriculum perspectives 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	2
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	0		
<i>Selfstudy:</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	IPSS
Module Topic	Engineering Teaching in TVET Contexts
Generic Module Name	Engineering Teaching: TVET 710
Alpha-numeric Code	TVT710
NQF Level	8
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	PGDip (Technical and Vocational Education Training) (4656)
Year Level	1
Main Outcomes	On completion of the module students should be able to: <ul style="list-style-type: none"> • Articulate the educator's role as a leader in a field of specialisation.

	<ul style="list-style-type: none"> • Compare current and emerging theories on the use of technology as a driver of change in the way we think about work in the digital age. • Articulate the pedagogical challenges in strengthening theory and practice in the face of changing technology in the workplace. • Evaluate appropriate technologies as pedagogical tools to effect quality in teaching and learning. 		
Main Content	<ul style="list-style-type: none"> • Engineering skills in the 21st Century • Vocational pedagogies for connecting theory and practice. • Teaching and learning Engineering in the digital age • The Educator and leadership. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Time-table Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	20	<i>Lectures p.w.</i>	1
<i>Assignments & tasks:</i>	50	<i>Practicals p.w.</i>	0
<i>Assessment:</i>	0	<i>Tutorials p.w.</i>	0
<i>Practicals:</i>	0		
<i>Selfstudy</i>	80		
<i>Other:</i>	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Locating Oneself in Global Learning
Generic Module Name	Global Learning (AL) 811
Alpha-numeric Code	ACG811
NQF Level	9
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes:	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Draw on a wide range of specialized capabilities in addressing complex problems encountered globally and locally • Orientate to intercontinental study through an introduction to the learning devices and technologies which they will use and through preparing their own

	<p>profiles which will aid them in finding and interacting with students in other countries.</p> <ul style="list-style-type: none"> • Understand the notion of a capability framework which will frame their study throughout the programme. They will negotiate their learning goals and outcomes for the programme with their local mentor/tutor, monitor their progress in achieving them throughout the programme and renegotiate them as appropriate. • Reflect on their experience throughout the programme and intergrating their diverse experiences and achievements. • Develop study skills to cope with the demands of study in academic cultures and contexts with which they may not be familiar. (This will include discussion of academic standards).
<p>Main Content:</p>	<p>The course comprises three clusters of activities. One is completed at the start of the enrolment, the second During the programme, the final at the end:</p> <ul style="list-style-type: none"> • The first of these is the development of a personal learning profile in which students review the prior learning in which they have engaged which is in some way connected to the goals of the course and their aspiration for the learning. From this activity students will draw three products: • A profile which they will use to introduce themselves and their learning goals when interacting with staff and other students in other course • A self-assessment of themselves at the start with respect to the capability framework • A learning plan which will guide their choice of activities in the rest of the programme (while students will not have any choice of course in which they are enrolled, they will be able to influence the task in which they are engaged in those course) • The second is a continuing portfolio or record of learning and their reflections on their experience. Students will be encouraged to keep an on-going learning journal across courses. This will not be formally assessed, but will provide the raw material for the final assessed activity. Students will also be encouraged to form a self-chosen learning partnership, if possible, with a student in another country. Students would be expected to correspond by email and share their experiences of the course. This would supplement any short-term partnerships within a particular course • The third of these is development of a capstone statement demonstrating how the student has met the capabilities of the programme. One element of this will be prepared in the form of a brief descriptive summary of a profile of achievements that can be used to show to employers or educational institutions. This will be

	detailed evidence to support the summary and which will enable the summary to be endorsed. Criteria for satisfactory performance in each of these will be developed and the first and third of these will be formally assessed and feedback given to students.		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Adult Learning Contexts and Perspectives
Generic Module Name	Contexts and Perspectives (AL) 812
Alpha-numeric Code	ACG812
NQF Level	9
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes:	On completion of this module, students should be able to: <ul style="list-style-type: none"> Analyse situations and make appropriate interventions of significance to them in their everyday practice in terms of a learning perspective. Choose and/or assess the relevance of various forms and methods for education and teaching with regard to their pertinence for adult learning.
Main Content:	<ul style="list-style-type: none"> The module will comprise contemporary theoretical perspectives on the essences of and mutual relationships between basic concepts in the field such as knowledge, learning and experience.

	<ul style="list-style-type: none"> The significance of various contexts and contents of learning for approaches to and outcomes of learning is emphasized. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Fostering Learning in Professional Practice
Generic Module Name	Professional Practice (AL) 813
Alpha-numeric Code	ACG813
NQF Level	9
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes:	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Analyse and promote identified knowledge practices within a local and global context. Understand, critique, and foster the learning dimension of their respective workplaces. Critically reflect on their own workplace learning practices. Understand literature which will illuminate and support their practice. Understand an action research method which will help them to understand and foster learning in their work.
Main Content:	<ul style="list-style-type: none"> The characteristics of practice; practitioner roles and identities; practice in the context of global social and organizational change; the learning and education of practitioners

	<ul style="list-style-type: none"> • Practice/theory relationships; analytical frameworks; level of analysis; epistemological paradigms; critical educational analysis; varieties of critical theory and their application to the analysis of practice; relationships between analysis; strategy and skills • Identifying and fostering learning in practice situations; the learning dimension of practice; sites of learning; teaching functions and teacher effectiveness; shifting the focus from teaching to learning; the social dynamics of teaching and learning; constructing environments for learning; facilitating group process; facilitating discussion, intervention and invasion, solidarity and service • Enabling skills in practice; organizational change and learning; the practitioner as action researcher and consultant; phases of consulting; analytical, interpersonal, educational and political skills in consulting • Action research; action and research and learning in practice; assumptions and principles; problem setting; data collecting; data analysis; validity issues; purpose, form and style in writing; strategy development; evaluation 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		
Faculty	Education		
Home Department	Institute for Post-School Studies		
Module Topic	Local Options A		
Generic Module Name	Capita Selecta (AL) 814		
Alpha-numeric Code	ACG814		
NQF Level	9		
NQF Credit Value	30		
Duration	Year		

Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)		
Year level	1		
Main Outcomes:	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Develop a research proposal • Design, conduct and present a research project with in the area of adult learning and global change. • Develop an understanding of the theoretical and practical considerations required in the different phases of doing such a research project. • Deepen their insight of different possible research approaches to their research projects and what the implications of these might be. • Submit their research project in accordance with the technical requirements for presenting an academic text of this scale. • Respond to questions from students and supervisors concerning all of the above aspects of their research project. 		
Main Content:	<ul style="list-style-type: none"> • Writing a Research proposal • Doing a Literature Review 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Global and Local Learning
Generic Module Name	Global and Local Learning 815
Alpha-numeric Code	ACG815
NQF Level	9
NQF Credit Value	30
Duration	Semester
Proposed semester to be offered	Second Semester

Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Engage critically with knowledge literacy globally and locally within the context of adult learning and education. • Examine the global and local development context of adult education in a 'middle income country'. • Explore and develop an understanding of transformative adult education in civil society contexts, in order to stimulate dialogue around the meaning of the concept 'global/local learning'. • Critically discuss the relationships between learning, politics and organization in the context of civil society organizations and social movements.
Main Content	<p>Course Content</p> <p>The course is organised in four steps and unfolds in the following way:</p> <p>Step 1 (Two weeks)</p> <ul style="list-style-type: none"> • Exploring your understanding of the concept global/local learning based on your experiences within civil society as an educator and learner in a globalizing world. • In this section you will identify, with your tutorial group, a key set of elements which, in your view, best characterizes global/local learning within civil society. • You will begin to question the social purposes of that learning. <p>Step 2 (Three weeks)</p> <ul style="list-style-type: none"> • Examining neo-liberal and popular development theories and the relationship between these global frameworks and local social transformation, including adult education. • In this section you will discuss the current global/current development context in South Africa and how it may promote or constrain possibilities for transformative adult education. <p>Step 3 (Two weeks)</p> <ul style="list-style-type: none"> • Probing understandings of 'transformative adult education' by focusing on key readings. <p>Step 4 (Three weeks)</p> <ul style="list-style-type: none"> • Analysing, from various perspectives, the connections between the learning, political and organizational aspects of adult education/learning in civil society organisations or social movements. • In this section you will identify and investigate some of the learning practices in a civil society organization or social movement of your choice in order to elaborate the concept 'global/local learning'.
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0	
<i>Assignments & tasks:</i>	0	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	10			
<i>Selfstudy:</i>	218			
<i>Other:</i>	0			
Total Learning Time	276			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Local Options B
Generic Module Name	Capita Selecta (AL) 816
Alpha-numeric Code	ACG816
NQF Level	9
NQF Credit Value	30
Duration	Year
Proposed semester to be offered	Both Semesters
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes:	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • Designed, conducted and presented a research project within the area of adult learning and global change. • Developed an understanding of the theoretical and practical considerations required in the different phases of doing such a research project. • Deepened their insight of different possible research approaches to their research projects and what the implications of these might be. • Submitted their research project in accordance with the technical requirements for presenting an academic text of this scale. • Responded to questions from students and supervisors concerning all of the above aspects of their research project.
Main Content:	<ul style="list-style-type: none"> • Data-collection and data-analysis • Writing a research paper
Pre-requisite modules	None
Co-requisite modules	None
Prohibited module Combination	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0	
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Tutorials:</i>	0			
<i>Assessments:</i>	15			
<i>Selfstudy:</i>	27			
<i>Other:</i>	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Work and Learning
Generic Module Name	Work and Learning (AL) 821
Alpha-numeric Code	ACG821
NQF Level	9
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	First Semester
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes:	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • A critical understanding of the issues underpinning the changing imperative on work and learning. • An understanding of the interplay between national traditions and conditions and the global forces on work and learning. • An understanding of visible the effects of work organization and power relationships on learning. • A familiarity with dominant practices of workplace learning. • An understanding of the possibility for the development of alternative worker-centred practices.
Main Content:	<p>Block 1:</p> <ul style="list-style-type: none"> • The changing nature of work • Departing from a critical analysis of the local labour market we will make visible the shifts in paid and unpaid work, the changing structure of the labour market, and their effects on different groups in society. • We will give the students an overview of how the discourse on work and learning is changing. We will look at how this is portrayed in different national policy debates.

	<ul style="list-style-type: none"> We will further examine the debate on employability skills and explore the link between work organization, labour processes, skills formation and introduce the consequences of economic democracy as an alternative way of approaching the skills debate. <p>Block 2:</p> <ul style="list-style-type: none"> Education and training nature of work We will examine the learning organization to see what practices can be learned from theory and vice versa. Building on the previous course on learning, the impact of work processes and work organization on workplace learning will be discussed. We will also address why and why not employers train and review different forms of workplace learning. 		
Pre-requisites modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Tutorials:</i>	0		
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

Faculty	Education
Home Department	Institute for Post-School Studies
Module Topic	Understanding Research
Generic Module Name	Understanding Research (AL) 822
Alpha-numeric Code	ACG822
NQF Level	9
NQF Credit Value	15
Duration	Semester
Proposed semester to be offered	Second Semester
Programmes in which the module will be offered	MEd (Adult Education and Global Change) (4830)
Year level	1
Main Outcomes:	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> Understand the logic of main approaches in research with relevance to the study of adult learning. Be critical readers of research. Read research texts in a sophisticated and critical way.

	<ul style="list-style-type: none"> • Develop a research literacy, i.e. the skills required to interrogate research texts critically and ability to evaluate them accordingly to their kind. • Develop skills which will be preparatory for further studies and independent project work. 		
Main Content:	<p>Research Perspectives:</p> <ul style="list-style-type: none"> • The first part of the course will focus on the characteristics and the logic of different approaches in contemporary research. • Focus is here on texts about research. • However, students are encouraged to read articles that later will be analysed as concrete references to the interpretation of the texts on research. <p>Critically Analyzing Research Texts:</p> <ul style="list-style-type: none"> • Examples of research, i.e. articles that represent as well as different aspects of adult learning as different research perspectives, are critically analysed and interrogated in texts which the students produce. • A number of general questions will guide the student. • Each text should be sent to a fellow student and they should compare and debate differences and what could be the best ways of answering the questions. <p>Paper on how to Investigate a Problem:</p> <ul style="list-style-type: none"> • Each student should write a paper (3500 – 5000 words), where they should identify a particular topic from their own context of practice that offers possibilities for enquiry. • The paper should discuss which of the range of research approaches might be taken in exploring the chosen problem. • In the paper there should be presented a discussion about the consequences of the choice of approach in terms of how to conceive of the topic and the framing of the research choices. 		
Pre-requisite modules	None		
Co-requisite modules	None		
Prohibited module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
<i>Contact with lecturer / tutor:</i>	48	<i>Lectures p.w.</i>	0
<i>Assignments & tasks:</i>	10	<i>Practicals p.w.</i>	12
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0
<i>Assessments:</i>	15		
<i>Selfstudy:</i>	27		
<i>Other:</i>	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
Assessment Module type	Continuous Assessment (CA)		

MODULES FROM OTHER FACULTIES

Refer to Faculty of Arts and Humanities Calendar

Afrikaans / Nederlands Studies	AFN111/ AFN121
English	ENG111/ ENG121
Geography	GES111/ GES121/ GES225/ GES226
History	HIS231/ HIS241
Humanities	HUM111/ HUM121
Xhosa	XHO111/ XHO121

Refer to Faculty of Natural Sciences Calendar

Biodiversity and Conservation	BDC211/BDC221/BDC231/BDC232
Chemistry	CHE114
Life Sciences	LSC141/LSC142
Physics	PHY116/126
Quantitative Skills for Commerce	QSC131/QSC132

Refer to Faculty of Economic and Management Sciences Calendar

Accounting	ACC211
Economics	ECO134
Management	MAN132/ MAN201
Financial Accounting	FIA141/ FIA142/ FIA241/ FIA242
Introduction to the Economy and Business	IEB131
Management Accounting	MAC241
Taxation	TAX242

EXPLANATION OF SYMBOLS AND REMARKS ON ACADEMIC TRANSCRIPT

A	75-100%	Pass with Distinction
B	70-74%	Pass
C	60-69%	Pass
D	50-59%	Pass
E	45-49%	Fail
F	40-44%	Fail
G	39-0%	Fail
No Year mark		Absent from the examination: No results
SPG		Absent from the examination but with special permission to write the supplementary examination on medical or non-medical grounds.
SAG		Supplementary examination granted on academic grounds.
SUB		Failed to obtain the required sub minimum and have to repeat the course.
Ceased Programme		Ceased studying the programme.
DNQ		Did not qualify to write the examination.
ABS		Absent from the examination.
SDA		Senate Discretionary Assessment granted.
External Credit Transfer		An external module completed at another institution deemed equivalent to be credited toward a qualification for which the student is registered.
Internal Credit Transfer		A module completed at this institution credited toward a qualification for which the student is registered.

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