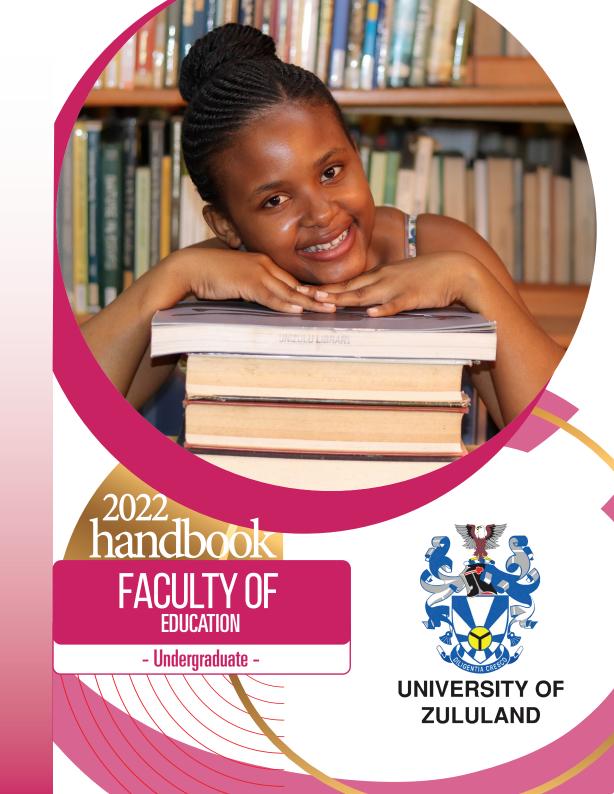
FOR FURTHER INFORMATION FOR ADMISSION, CONTACT:

STUDENT ADMISSIONS KwaDlangezwa Campus: +27 (0)35 902 6790/6030 Richards Bay Campus: +27 (0)35 902 6923 E-mail: admissions@unizulu.ac.za Website: www.unizulu.ac.za

Follow us on 💓 @UNIZULUongoye 🕞 www.facebook.com/unizulu

CENTRAL APPLICATIONS OFFICE Share call: +27 (0)86 086 0226 International Calls: +27 (0)31 268 4444 E-mail: enqgeneralcao.ac.za Fax: +27 (0)86 622 8823 or +27 (0)31 268 4422 Website: www.cao.ac.za





YEARBOOK 2022

FACULTY OF EDUCATION UNDERGRADUATE

Contact the Registrar's Unit

Address all correspondence to: The Registrar University of Zululand Private Bag X1001 KwaDlangezwa 3886

Tel: (035) 902-6000

Internet: http://intranet.unizulu.ac.za/

PLEASE MENTION YOUR STUDENT/REFERENCE NUMBER IN ALL CORRESPONDENCE The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at http://www.unizulu.ac.za/calendar-2021-2/

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

FACULTY OF EDUCATION



VISION

To be a renowned centre of excellence for teacher education, relevant to local and global needs and characterised by dynamic partnerships and scholarship.

MISSION

To provide high quality education, training and support to students from diverse backgrounds, using best practices in a caring and stimulating environment, incorporating the culture of research, partnerships and community engagement

VALUES

The interaction amongst the staff of the Faculty, as well as with stakeholders and partners, will reflect the following values: Excellence, Commitment, Honesty, Transparency, Integrity, Professionalism and Customer orientation.

UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS

CHANCELLOR

Deputy Chief Justice RMM, Zondo

VICE-CHANCELLOR Prof X.A. Mtose

DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION Prof N.W. Kunene

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING Prof V. Nomlomo

DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT Prof S. Seepe

EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS Vacant

EXECUTIVE DIRECTOR: INFRASTRUCTURE Mr T Mngcwango

EXECUTIVE DIRECTOR: HUMAN RESOURCES Mr R.T. Ngcobo

EXECUTIVE DIRECTOR: FINANCE

Mr J Du Plessis

EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING Mr N. O. Cele

REGISTRAR Mr D Mothilall

UNIZULU DEANS

Faculty of Arts Prof. MA Masoga

Faculty of Commerce, Administration and Law Prof L Greyling

Faculty of Education Prof SS Ntombela

Faculty of Science and Agriculture Prof K Lehloenya

Dean of Students

Dr T. A. Ncokazi

FACULTY OF EDUCATION (FED) OFFICE BEARERS

DEAN

Prof SS Ntombela, BA; UED (UNIZULU), B. Ed Hons, Dip in Special Education (Remedial Education), (University of Natal), MEd (University of Manchester), PhD (UKZN).

DEPUTY DEANS

Teaching and Learning - Acting

Prof SA Govender, BA (UDW), B. Ed Hons, EMD, MEd (RAU), D. Ed (UNIZULU), HDE (UDW).

Research and Innovation - Acting

Vacant

DEAN'S OFFICE CONTACT DETAILS

DEAN'S OFFICE : First Floor

New Education Building

POSTAL ADDRESS: THE DEAN Faculty of Education University of Zululand Private Bag X1001 KwaDlangezwa 3886 DEAN'S SECRETARY : Ms T Khumalo Phone : 035-902 6348 Fax : 086373242

e-mail : <u>KhumaloTY@unizulu.ac.za</u>

HEADS OF DEPARTMENTS

Arts and Language Education

NP Khumalo, ŠSTD, B. Paed, B. Ed Hons, MEd (UNIZULU) Cert (ABET), H. Dip (ABET), N. Dip (HRM) (UNISA), DED (UNISA)

Curriculum and Instructional Studies

HR Mhlongo, JSTC (ESHOWE), BA, BAHons, MEd, D. Ed (UNIZULU), Cert (Local Government Admin & Management) (UNISA)

Early childhood Education

TA Mbatha-Ngubane, BA, (University of Botswana and Swaziland) B. Ed Hons, PhD (UCT), Multilingual Education Course (Centre for Research in Bilingualism, Stockholm University

Educational Foundation and Management

SI Kapueja, JSTC, PGDip, (Natal) B. Paed, B. Ed (UNIZULU), MEd (UFS), D.Ed. (UNIZULU).

Educational Professional Practice

MM Mngomezulu, Salesmanship Dip (Damelin), Computer Tech Cert, BA, B. Ed Hons (UNIZULU), MEd (UFS), D. Ed (UNIZULU), M. ED (Miami)

Educational Psychology and Special Education

D Kent, PGDHE (UKZN), Adv. Dip (Clinical Child Neuropsych) (Jyvaskyla), FETC (University of Zimbabwe), BSc Hons (Psych) MSc (Ed Psych) (University of Zimbabwe), D. Ed (Ed Psych) (UNIZULU)

Mathematics, Science and Technology Education

B Ndawonde, (BSc, BSc (Hons), PGCE, M.Ed., D.Ed. (UNIZULU), Certificate in Research Design and Methods (Wageningen University-Netherlands), PGDip (HE), (Rhodes University).

Social Science Education

BT Gamede, SSTD, PGDip –Dev Studies, B. Paed, B. Ed Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), D. Ed (UNIZULU).

ACADEMIC STAFF

Bele, LLP Miss.	Arts and Languages Education
Hlatshwayo, ZV Ms	Arts and Languages Education
Khumalo, NP DrH	loD: Arts and Languages Education
Magwaza, TF Mr	Arts and Languages Education
Masuelele, OP Mr	Arts and Languages Education
Mngomezulu, TF Miss	Arts and Languages Education
Moyo, G Prof	Arts and Languages Education
Msweli, ZP Ms	Arts and Languages Education
Mthembu-Ngema, WNZ Dr	Arts and Languages Education
Nyathikazi, CP Dr	Arts and Languages Education
Pillay, P Prof	Arts and Languages Education

Dlamu, NP Dr	Curriculum and Instructional Studies
Govender, SA Prof	Curriculum and Instructional Studies
Khumalo, PN Ms	Curriculum and Instructional Studies
Mhlongo, HR Dr	HoD: Curriculum and Instructional Studies
Msimango, WN Ms	Curriculum and Instructional Studies
Ngubane, PB Dr	Curriculum and Instructional Studies
Ntshangase, TC Dr	Curriculum and Instructional Studies

Kok, ECA Dr	Early Childhood Education
Luthuli, C Ms	Early Childhood Education
Mbatha-Ngubane, TA Prof	HoD: Early Childhood Education
Mtshali, ZE Mrs	Early Childhood Education
Xulu, SCB Dr	Early Childhood Education

Bender, CJG Prof	Educational Foundation and Management
Buthelezi, AB Dr	Educational Foundation and Management
Kapueja, IS DrHoD	Educational Foundation and Management
Mthethwa, LC Mrs	. Educational Foundation and Management

Ngidi, TZ Dr	. Educational Foundation and Management
Xulu, VS Dr	. Educational Foundation and Management

Luvuno, MD Ms	Education Professional Practice Unit
Mkhasibe, RG Dr	Education Professional Practice Unit
Mngomezulu, MM Mr	HoD: Education Professional Practice Unit
Mzimela, AM Dr	Education Professional Practice Unit
Ndaba, NH Mrs	Education Professional Practice Unit

Govender, S Prof	Educational Psychology and Special Education
Gumede, GV Mr	Educational Psychology and Special Education
Kent, CD Dr	HoD: Educational Psychology and Special Education
Makhonza, L Dr	Educational Psychology and Special Education
Makhubu, SS Ms	Educational Psychology and Special Education
Mngomezulu, TP Dr	Educational Psychology and Special Education
Nzima, DR Prof	Educational Psychology and Special Education
Sibisi, LP Miss	Educational Psychology and Special Education
Zwane, EXS Mr	Educational Psychology and Special Education

Chibisa, A Mr	Mathematics, Science and Technology Education
Chinaka, TW Dr	Mathematics, Science and Technology Education
Gayadeen, RC Mr	Mathematics, Science and Technology Education
Gumbi, NM Miss	Mathematics, Science and Technology Education
Kok, PJ Dr	Mathematics, Science and Technology Education
Krishnannair, A Dr	Mathematics, Science and Technology Education
Ndawonde, BG Dr HoD:	Mathematics, Science and Technology Education
Ngwenya, NH Mr	Mathematics, Science and Technology Education
Sibaya, DC Prof	Mathematics, Science and Technology Education
Sondlo, A Mr	Mathematics, Science and Technology Education
Talasi, T Dr	Mathematics, Science and Technology Education
Tshabalala, MG Mr	Mathematics, Science and Technology Education
Xaba, N Ms	Mathematics, Science and Technology Education

Brett, MR Mr	. Social Sciences Education
Dube, MC Dr	. Social Sciences Education
Gamede, BT Prof HoD	: Social Sciences Education
Khumatake, MR Mrs	Social Sciences Education
Kutame, AP Prof	Social Sciences Education
Mkhwanazi, KG Ms	Social Sciences Education
Mncube, DW Dr	Social Sciences Education
Mokoena, S Mr	Social Sciences Education

SUPPORT STAFF

Feketshane, S Mr	Deans Office: Resource Centre
Gumede, S Mrs	Education Professional Practice Unit
Khanyile, V	Educational Psychology and Special Education
Maistry-Reddy, J Mrs	Arts and Languages Education
Manyoni, MP Mr	Education Professional Practice Unit
Mdletshe, T Ms	Deans Office: Resource Centre
Khumalo, T Ms	Dean's Office: Faculty Secretary
Mkhonza, ZH Mrs	Mathematics Science and Technology Education
Mthembu, TK Mr	Dean's Office: Faculty Administration
Mtotywa, P Mrs	Dean's Office: Faculty Office
Vacant	Dean's Office: Faculty Office
Viljoen, HL Mr	Education Professional Practice Unit
Zuma, N Mr	Educational Foundation and Management

ACRONYMS

- FED = Faculty of Education
- 3DED = Doctoral qualification codes
- 3MED = Masters qualification codes
- C = Core: Major modules
- A = Ancillary: Supporting modules, not in the curriculum
- E = selective modules, flexible to choose
- S = Substitutes: if you do not see one check another
- P = Prerequisite, not proceed to next level if lower is missing
- FT = Full time
- PT = Part time
- NQFL = National Qualification Framework level

Cr=Credit module

NB:

For those who are viewing on website, colour coding, tables and shapes are for ease of reference where: --

Pink	=	Foundation Programmes
Blue	=	Intermediate Programmes
Green	=	Senior and FET Programmes
Yellow	=	PGCE Programmes
RED TEXT	=	Emphasise programmes phasing out or to phase out
BLUE shape	=	Emphasise NO Modules during the period.
RED shape	=	Emphasise NO INTAKE



In terms of the stipulations of section 37(5) of the UNIZULU Statute each faculty shall have a faculty board constituted in accordance with the Rules. The function of the faculty board is to regulate the activities of the faculty in line with the Policies and Rules of the University.

Faculty Boards are co-responsible for the **quality**, **actuality** and **career-orientation** of learning programs and their content, training and tuition methods, research and innovation, and community service programs.

1. <u>Composition</u>

A Faculty Board is a subcommittee of the Senate.

2. <u>Ex Officio members</u>

Vice-Chancellor Deputy Vice Chancellors Registrar

3. Full members

- ✓ Dean
- ✓ Heads of departments of the faculty
- ✓ All Academic Staff
- Directors/General managers of institutes/centres of excellence/Centre's of service delivery
- ✓ Faculty Officer
- ✓ Faculty Research Officer
- ✓ Faculty Manager
- Student representation consisting of one representative from the central SRC and one representative from the faculty" elected in terms of the rules of the SRC. If possible, both student representatives should be registered students from the faculty concerned.

4. Associate members

 One representative of the labor union, selected by the union from the staff members of the faculty concerned.

- ✓ Representatives of other faculties by invitation; with the principle of service subjects taken into account.
- ✓ A staff member of the Secretariat to act as secretary.
- ✓ A representative of the library.
- ✓ Co-opted persons without voting rights.

5. <u>Chairperson</u>

The dean of the faculty and the chairperson of the faculty board. The Associate Dean (If applicable) should act as chairperson of the faculty board in the absence of the dean. Should a faculty not have an Associate Dean, the faculty board should annually appoint, from its ranks, a deputy chairperson to act as chairperson in the absence of the dean.

6. QUORUM

Two-thirds of the faculty board members (with full membership) constitute a quorum

7. <u>MEETINGS</u>

The secretary shall send each member an agenda, accompanied by the minutes of the previous meeting, at least five workdays before an ordinary meeting and at least two days before a special meeting of the faculty board. The agenda shall indicate the time of and the venue for the meeting and the matters to be discussed.

The agenda shall contain those matters to be handled internally, and the matters to be referred to the Senate.

8. COMMITTEES OF FACULTY BOARDS

The following committees shall be standing committees of the faculty board:

- ✓ Faculty Research Committee (FRC)
- ✓ Faculty Teaching and Learning Committee (FTLC)
- ✓ Executive of Faculty Board (FEXCO)

9. FUNCTIONS OF THE FACULTY BOARD

Please refer to the Terms of Reference for detailed functions of the Faculty Board.

FACULTY OF EDUCATION STRUCTURE

FACULTY OF EDUCATION

FACULTY DEAN DEPUTY DEAN **DEPUTY DEAN RESEARCH AND INTERNATIONALISATION** TEACHING AND LEARNING DEPARTMENTS Curriculum and Arts and Early childhood Instructional Language Education **Studies** Education Educational Educational **Social Science** Foundation and Professional Education Management **Practice Educational Psychology** Mathematics, Science and and Special Education **Technology Education** ACADEMIC **RESOURCE CENTRE** SUPPORT SERVICE

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FED.1. RULES

FED 1.1. FACULTY RULES AUTHORITY OF THE GENERAL RULES

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules.

FED 1.2. FACULTY-SPECIFIC RULES

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty handbook are subject to the General Rules of the University, as determined from time to time by the Council of the University on the recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules.

Below are the detailed Faculty Specific Rules: -

FED.1.2.1 General rules supersede Faculty rules. Therefore, the following applies:

- a) Faculty rules should be in line with those of the University.
- b) Where Faculty rules are in conflict with those of the University, General university rules will apply.

FED.1.2.2 Admissions

- a) All applications for undergraduate programmes are done through the Central Applications Office (CAO), General rule G4.
- b) General Admission Criteria is also stipulated on pp77-79 of the General Calendar as Categories from Category 1 to Category 7.

FED.1.2.3 Registrations

Once registered, a student is bound to all rules and regulations applicable to students; General Rule G5 (3)

FED.1.2.4 Modules

- a) Subjects are presented in modules; of which everyone is awarded a specific credit value.
- b) Each module must be passed individually.
- c) Each module has a code and a descriptive name, for example 3LEL111 (English First Additional Language 1A).
- d) The meaning of the digital codes of these names is explainable (first digit stands for the year, middle one number of papers and last one semester).

FED.1.2.5 Continuation of studies.

a) On taking an appropriate Bachelor degree; students are not automatically admitted to the postgraduate programmes of the Faculty.

- b) Admission and registration for postgraduate programmes take place in accordance with the General Rules.
- c) Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies **before applying for admission**.

FED.1.2.6 International Students

- An international student must have his or her qualifications verified by USAf for undergraduates and SAQA for postgraduates who have foreign undergraduate qualifications.
- b) For professional qualifications, students must register with the appropriate Professional Board.
- c) The Office for international students should be contacted for additional information.

FED.1.2.7 Examinations and Pass requirements

- Admission to examinations, the number of examination possibilities, pass requirements of modules and curricula, repetition of endorsed modules and
- b) the requirements that mini-dissertations, dissertations and theses must conform to are extensively discussed in the General Rules and/or Postgraduate Guide.

FED.1.2.8 Relation between notional hours, credits and examination papers

The duration of an examination paper of 8 and 12-credit module is usually two hours and the duration of examination papers that count for 16, 24 or 32 credits is usually three hours.

FED.1.2.9 Exclusion Rules (as shown on G20A (5); pg 86 of the General Calendar) A student, who have failed to obtain the minimum credits at the end of each semester, as detailed below, shall be excluded from the Faculty and University as per Rule G20A:

- a) In the case of a three-year degree programme:
 - Three years, a minimum of 180 credits.
 - Four years, a minimum of 300 credits.
 - Five years, if a degree has not been obtained.
- b) In the case of a four-year degree programme:
 - Three years, a minimum of 240 credits.
 - Four years, a minimum of 384 credits.
 - Five years, a minimum of 420 credits.
 - Six years, if a degree has not been obtained.

FED.1.2.10 South African Council for Educators

All student teachers are strongly advised to apply for SACE during their final year of registration which is the Professional Council for Educators, that aims to enhance the status of the teaching profession through appropriate

Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

FED.1.2.11 Professional status (SACE) and School Experience

Any student who has obtained a qualification in the Education field at any University in South Africa and has acquired experience during Teaching Practice may register as a Professional teacher with the South African Council of Educators (SACE).

FED.1.2.12 School Experience Modules

It is very important that students submit their assessments before deadlines in order to speed up the process of mark capturing; should the student miss the submission dates this will lead to them having to register extra year and may have impact in their funding. Education Professional Practice Unit starts the process of capturing marks in mid-October of every year and all marks should be in the system when the cycle is open for month 11 with all other results. **Students who are repeating year level 2, semester 2 modules are not allowed to go out on Teaching Practice.**

FED.1.2.13 Pre/Co requisites

A pre/co- requisite rule is very important and should be applied for the purpose of smooth auto promotion. A pre-requisite is a module that a student should register before registering in the associated module in the next level. Pre-requisite modules give students the knowledge which is required in the next level. A co-requisite is a module that a student must register at the same time as another associated module.

FED.1.2.14 Module changes/ Modification of courses

Cancellations and additions (Add & Drop cycle) of modules is done once per semester during the official modification period through the registration office. No changes are done once the system is closed. Applications during modification are issued by registration office and should be approved by the Lecturer concerned and Head of Department before being captured by officials in the registration office.

FED.1.2.15 Leave of absence for student teachers

Students who have been away due to sickness during lecturing periods and missed tests and deadlines for submission of assignments should report and provide supporting documents to the Lecturer involved and copies to the HoD or Programme Coordinator, Faculty Manager's office and Student Services Division (SSD). Should leave of absence affect examination periods, those documents should be submitted directly to exams office for the purpose of applying for Aegrotat examinations.

FED.1.2.16 Education Bursary Schemes (FUNZA LUSHAKA)

Funza Lushaka applications are done on line. Prospective and returning applicants should apply online. Visit <u>http://www.funzalushaka.doe.gov.za/</u>.

Selection Committee has been put in place to execute selection matters. The Committee consist of the following members: -

- a) Faculty Manager
- b) Faculty Officer for administrative support to the Faculty Manager
- c) Financial Aid Officer who manages claims for Funza Lushaka and interacts with NSFAS
- d) Deputy Dean Teaching and Learning
- e) Provincial Department of Education Representative or Official
- f) Two Academic Staff for academic advice

FED.2. WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). Students are therefore cautioned not to plagiarise other individual's work. Should a student or a researcher use someone else's work without proper acknowledgement, that will be regarded as plagiarism as it is unethical. Plagiarism rule of the University will be applied to address such cases.

FED.3. LANGUAGE MEDIUM

The Language of Instruction in all undergraduates and postgraduate contact sessions is English. All study guides, tests and examination papers are made available to students in English. Students, tests and examination papers are made available to students in English. Students may answer any written or oral or examination in English.

FED.4. ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES

FED 4.1. GENERAL ADMISSION REQUIREMENTS

In making its selections of applicants for admission to its Certificate and B Degree programmes, the Faculty of Education will be guided by the general rules of the university and that of the faculty regarding minimum entry requirements as explicated in the relevant yearbooks. However, the Faculty of Education reserves the right to consider applications based on the availability of space in programmes.

FED 4.2. CALCULATION OF THE ADMISSION POINTS SCORE (APS) SCORE This applies to both Grade 12 learners in 2008 and thereafter and Matric learners in 2007 and before.

The University uses the M-Score (Matric score) rating system which awards points to 4 relevant matric subjects passed, according to the scale below. Please note that the minimum rating points depend on the programme. The University uses the (Academic Point Score) <u>APS-Score</u> rating system which awards points to 6 relevant National Senior Certificate (NSC) subjects. The results obtained in four prescribed (designated) and two NSC recognised subjects are used for the calculation of the APS Score. The results obtained in Life Orientation are excluded.

A pass at level 4 (50-59%) in two languages, including the language of instruction at either the Home or First Additional Language level. A student who wishes to enrol for any module in Mathematics, must have obtained a mark of at least 60% (level 5) in the grade 12 Mathematics examination of the new NSC after 2008 or at least Mathematics HG-D or SG-C in the old SC prior to 2008.

APS	Marks	APS score	MATRIC		
NSC scale			HIGHER GRADE	STANDARD GRADE	
8	90-100%	8			
7	80-89%	7	А		
6	70-79%	6	В	А	
5	60-69%	5	С	В	
4	50-59%	4	D	С	
3	40-49%	3	E	D	
2	30-39%	2	F	E	
1	0-29%	1	G	F	

FED 4.3. SELECTION MODEL: DETERMINING THE APS (ACADEMIC PERFORMANCE SCALE)

FED 4.4. MINIMUM ADMISSION REQUIREMENTS TO BACHELOR DEGREES – MAIN STREAMS

Applicants who have achieved the required points for entry into Bachelor

degrees may be admitted into main stream of Bachelor Degree programmes.

These applicants need a "Bachelors" matric pass with good APS points.

	Bachelor of Education								
	B. Ed (4 yrs.)								
Specialisation	Programme and Curriculum code	Required NSC Subjects Plus Selection Criteria	Required SC Subjects Plus Selection Criteria	APS	Selection Test				
		Foundation Phase							
B. Ed in Foundation Phase Teaching	3BFPT1	NSC endorsement with: - - IsiZulu HL4 and - Engl FAL4 - Maths 3 or Maths Literacy 4	Matric Exemption with: - - IsiZulu 1st Lang HG-D or SG-C - Engl HG-D or SG- C. - Maths HG-E or SG-D	26	No				
-	1	Intermediate Phase		1					
B. Ed Intermediate Phase Teaching: Language & MSTE B.Ed. Inter. Phase Teaching: Lang & Humanities	3BDIP1 3BDIP2	NSC endorsement with: - IsiZulu 4 and English 4 Either Mathematics 4 Physical Science 3 OR Physical Science 4 Mathematics 3 NSC endorsement with: - IsiZulu 4 and Engl 4 plus Geog 4 and Hist 4	Matric exemption with: - - IsiZulu HG -D or SG-C - Engl HG -D or SG-C - Either Maths HG- D or SG-C Physical Sci HG - E or SG - D OR - Physical Sci HG- D or SG-C and Matric exemption with: - - IsiZulu HG-D or SG-C - Engl HG-D or SG- C - Geography HG-D or SG-C - History HG-D or SG-C	26 26	No				
		Senior Phase & FET	r						
B. Ed SP and FET Phase - NST	3BDSFT1	NSC endorsement with: - - Engl 4 - Either Mathematics 5 - Physical Science 4 OR - Physical Science 5 - Mathematics 4	Matric exemption with: - - Engl HG-D or SG- C - Either Maths HG- C or SG-B - Physical Science HG-D or SG-C OR - Physical Sci HG- C or SG-B	26	No				

			 Mathematics HG- D or SG-C 		
B. Ed SP and FET Phase -HSSE	3BDSFT2	NSC endorsement with: - – English 4; – Geography 4 – History 4	Matric exemption with: - - English HG-D or SG-C; - Geo HG-D or SG-C - History HG-D or SG-C	26	No
B. Ed SP and FET Phase -EMS	EBDSFT3	NSC endorsement with: - - English 4; - Accounting 4; - Business Studies 4 and - Economics 4	Matric exemption with: - - Engl HG-D or SG- C; - Acc HG- D or SG- C; - Bus Stud HG-D or SG-C - Econ HG-D or SG-C	26	No

Importantly:

Please note the following: -

- All these requirements are compulsory.
- Preference is given to applicants who rank these programmes as choice number 1 or 2.
- USAf (HESA) letter is required for mature age students

FED.5. FACULTY DEPARTMENTS

FED.5.1. Breakdown of the different departments that are in the faculty

Names of Departments	Departmental Abbreviations	Head of Department	Corporate Secretaries and contact numbers
Arts and Language Education	DALE	Dr NP Khumalo	Mrs Jerusha Maistry-Reddy <u>ReddyJ@unizulu.ac.za</u> Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Dr HR Mhlongo	Mrs Jerusha Maistry-Reddy <u>ReddyJ@unizulu.ac.za</u> Phone No.035902 6233
Early childhood Education	ECE	Prof TA Mbatha	Ms Samkelisiwe M Gumede <u>GumedeSA@unizulu.ac.za</u> Phone No. 035902 6677
Educational Foundations and Management	EFM	Dr IS Kapueja	Mr Nhlanhla Zuma <u>ZumaN@unizulu.ac.za</u> Phone No. 035902 6725
Education Professional Practice Unit	EPPU	Mr MM Mngomezulu	Ms Samkelisiwe M Gumede <u>GumedeSA@unizulu.ac.za</u> Phone No. 035902 6677
Educational Psychology and Special Education	EPSP	Dr CD Kent	Mrs Zamambo H. Mkhonza <u>MkhonzaZ@unizulu.ac.za</u> Phone No. 035902 6714

Mathematics, Science and Technology Education	MSTE	Dr BG Ndawonde	Mrs Zamambo H. Mkhonza <u>MkhonzaZ@unizulu.ac.za</u> Phone No. 035902 6714
Social Science Education	SSE	Prof BT Gamede	Mr Nhlanhla Zuma <u>ZumaN@unizulu.ac.za</u> Phone No. 035902 6725

FED.6. FACULTY OF EDUCATION QUALIFICATIONS

University of Zululand is authorised to award a number of undergraduate degrees in the Faculty of Education. These qualifications are not necessarily presented in all subjects and also not necessarily full-time and/or part-time in all subjects. They are:

FED.6.1. BACHELOR OF EDUCATION PROGRAMMES OFFERED - HEQSF ALIGNED

Qualification Name	Qualification Name Qual. Specialization in Campus		Campus	First Cohort (PQ	First Cohort (PQM Summary)				
	oouc			First year of Registration	First year of Graduation				
BACHELOR OF EDUC	BACHELOR OF EDUCATION: Foundation Phase Teaching (New Curriculum)								
B. Ed in Foundation Phase Teaching	3BFPT1	Foundation Phase	Main	2018	2022				
BACHELOR OF EDUC	ATION: Inte	rmediate Phase (New	Curriculum)						
B. Ed in Intermediate Phase Teaching	3BDIP1	Language and MSTE	Main	2018	2022				
B. Ed in intermediate Phase Teaching	3BDIP2	Language and Humanities	Main	2018	2022				
BACHELOR OF EDUC	ATION: SP A	ND FET Band (New C	urriculum)	-					
Bachelor of Education in SP and FET Teaching	3BDSF1	NST – Natural Science Technology	Main	2020	2024				
Bachelor of Education in SP and FET Teaching	3BDSF2	HSSE – Humanities and Social Science Education	Main	2020	2024				
Bachelor of Education in SP and FET Teaching	3BDSF3	EMS - Economics and Management Sciences	Main	2020	2024				
POST GRADUATE CE	POST GRADUATE CERTIFICATE IN EDUCATION (New curriculum)								
Post Graduate Certificate in Education	3PGFT1	Further Education and Training (FET)	Main	2018	2019				

Post Graduate 3PGSF2 Certificate in Education	Senior Phase and FET (SP&FET)	Main	2018	2019
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FED.6.2. PROGRAMMES THAT ARE PHASING OUT AS OF 2018

Department	Qual.	Specialization in	Campus	Teach Out	Teach Out Plan Summary		
	Code			Last intake	Last Graduation		
BACHELOR OF EDUCATION: FET Ba	nd (Old Curri	culum- Phasing Out)					
Bachelor of Education: Further Education and Training	EBDFT1	Life Orientation and Language Education	Main	2019	2025		
Bachelor of Education: Further Education and Training	EBDFT2	History and Language	Main	2019	2025		
Bachelor of Education: Further Education and Training	EBDFT3	Geography and Language	Main	2019	2025		
Bachelor of Education: Further Education and Training	EBDFT4	Accounting, Business Economics and Economics	Main	2019	2025		
Bachelor of Education: Further Education and Training	EBDFT5	History and Geography	Main	2019	2025		
Bachelor of Education: Further Education and Training	EBDFT6	Computer Science and Mathematics	Main	2019	2025		
Bachelor of Education: Further Education and Training	EBDFT7	Physical Science and Mathematics	Main	2019	2025		
BACHELOR OF EDUCATION: Interme	diate Phase (Old Curriculum – Phasing o	out)		ł		
Bachelor of Education: Intermediate and Senior Phase	EBDIS1	EMS and Language Education	Main	2017	2023		
Bachelor of Education: Intermediate and Senior Phase	EBDIS2	EMS and Life Orientation	Main	2017	2023		
Bachelor of Education: Intermediate and Senior Phase	EBDIS3	Mathematics, Science and Technology Education	Main	2017	2023		
Bachelor of Education: Intermediate and Senior Phase	EBDIS4	Life orientation and Language Education	Main	2017	2023		
Bachelor of Education: Intermediate and Senior Phase	EBDIS5	Social Sciences and Language	Main	2017	2023		
BACHELOR OF EDUCATION: Foundation	tion Phase (C	DId Curriculum – Phasing ou	it)	·			
Early Childhood Development	EBEDEF	Early Childhood	Main	2017	2023		

FED.7. QUALIFICATIONS, PROGRAMMES AND CURRICULA

Different qualifications can be obtained in the Faculty. A specific qualification may be obtained in one or more programmes. The term *programme* indicates a specific field of study, and in each programme one or more curricula are available. A prospective student must therefore first decide which qualification he/she wants to obtain. For example, after a student has decided he/she would like obtain a B. Ed degree, he has to select a programme, for instance *Language and Social Sciences or Language and MSTE etc.* If the student decides on the Language and Social Sciences, he/she must then study the different curricula offered in this programme and finally decide on a curriculum. Information and the rules for the different qualifications, programmes and curricula are explained in this yearbook.

University of Zululand is authorised to award the following degrees in undergraduate studies in the Faculty of Education as shown in Tables below.

FED.8. ACADEMIC STANDARDS FOLLOWED FOR OFFERED PROGRAMMES

Each programme structure, method of delivery and presentation that are included in this Faculty yearbook programme are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the University of Zululand (UNIZULU) and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Qualifications Framework (HEQSf), the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and the Minimum Requirements for Teacher Education Qualifications (MRTEQ).

FED.9. BACHELOR OF EDUCATION NEW CURRICULUM

New B.Ed. programmes (Foundation Phase, Intermediate Phase and Senior Phase ad FET teaching) have been developed, approved and accredited by Council on Higher Education. The purpose of the new B.Ed. programmes is to develop professionally qualified teachers. These programmes are based on MRTEQ guidelines and are HEQSF aligned. In these new B.Ed. programmes, students have option to specialise in the Foundation phase teaching or Intermediate phase teaching or Senior Phase and FET. The programme is sitting at NQF level 7. On completion of this current B. Ed degree which is HEQSF-aligned, graduates can exit the university system with this qualification or they can articulate to B.Ed. Honours which is at NQF level 8.

The Bachelor of Education degree is a four year, full-time, contact class programme. As explained in the paragraph above, this programme is offered under three different phases of specialization; which are: Foundation Phase teaching, Intermediate Phase Teaching and lastly is Senior Phase and Further Education and Training Phase. These specialisation are categorised as follows: -

- Foundation phase (Grade R 3)
- Intermediate Phase (Grade 4 6)
- Senior & FET Phase (Grade 7 12)

FED.10. RECOGNISED SCHOOL TEACHING SUBJECTS Applicants are advised to take note of recognised school teaching subjects.

A National Senior Certificate (NSC) certified by Umalusi has 3 forms of subject groups that meets the minimum requirements for admission to universities. They are categorised as follows: -

Compulsory subjects

(These are also designated subjects excluding Life Orientation) Two official languages Mathematics and Mathematical Literacy Life Orientation

Designated Subjects (Applicant must have obtained a "4" (50-59%)

in at least four of these subjects) Accounting Agricultural Sciences Business Studies Consumer Studies Dramatic Arts Engineering Graphics & Design Physical Sciences Geography Information Technology Languages Life Sciences Mathematical Literacy

Mathematics

Recognised subjects (only maximum of two can be counted on these subjects) Agricultural Management Practices Dance Studies Design Mechanical Technology Electrical Technology Tourism Agricultural Technology Languages Civil Technology Computer Applications Technology Hospitality Studies

FED.11. 4 YEAR FT BACHELORS DEGREES: ACTIVE IN THE SYSTEM.

BACHELOR OF EDUCATION PROGRAMMES – 4 YEARS FULL TIME							
Qualification and Specialisation	Ministerial Codes 2019 and before	New Codes 2019 and after	Mode of delivery	Campus	NQF level		
B. Ed in Foundation Phase Teaching	EBFPT1	3BFPT1	Full time	Main	7		
B. Ed in Intermediate Phase Teaching	EBDIP1	3BDIP1	Full time	Main	7		
B. Ed in intermediate Phase Teaching	EBDIP2	3BDIP2	Full time	Main	7		
B. Ed in SP and FET Phase Teaching (MSTE)	NONE	3BDSF1	Full time	Main	7		
B. Ed in SP and FET Phase Teaching (HSSE)	NONE	3BDSF2	Full time	Main	7		
B. Ed in SP and FET Phase Teaching (EMS)	NONE	3BDSF3	Full time	Main	7		

BACHELOR OF EDUCATION PROGRAMMES – 4 YEARS FULL TIME

FED.12.1. BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING – E/3BFPT1

FED.12.1.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

B. Ed in Foundation Phase Teaching : Early Childhood Education							
Old Codes 2019 and before	New Codes 2019 and after	Descriptive name	Credits	NQFL	Pre/ Co requisites		
EEZU111	3EZU111	IsiZulu Home Language 1*	10	5	NONE		
EENG112	3ENG112	English FAL 1	10	6	NONE		
EELK111	3ELK111	Life Skills 1A*	10	5	NONE		
EELK112	3ELK112	Life Skills 1B*	10	6	NONE		
EEMA111	3EMA111	Basic Mathematics 1A*	10	5	NONE		
EEMA112	3MA112	Basic Mathematics 1B*	10	6	NONE		
EEDS111	3EDS111	Education Studies 1A: Child Development *	12	6	NONE		
EEPS112	3EPS112	Pedagogical Studies 1B: Classroom Management	12	5	NONE		
EECA100	3ECA100	Academic and Computer Literacy*	16	5	NONE		
EEZU212	3EZU212	lsiZulu Home Language 2	10	6	NONE		

EEGL212	3ELG212	(Englišh FAL) 2A			05100446
EEGL212	3ELG212				3ENG112
		Language Education	10	6	EEZU111
		(isiZulu HL) 2B*			3EZU111
EELK211	3ELK211	Life Skills 2A	10	6	NONE
EELK212	3ELK212	Life Skills 2B	10	6	NONE
EEMA211	3EMA211	Mathematics Education 2A*	12	6	NONE
EEMA212	3EMA212	Mathematics Education 2B	12	6	EEMA111
					3EMA111
EEPS211	3EPS211	Pedagogical Studies 2A: Curriculum Development	12	6	NONE
EEDS212	3EDS212	Education Studies 2B: Child Development	12	6	NONE
EECL200	3ECL200	Conversational Language Afrikaans	16	5	NONE
EENG311	3ENG311	English FAL 3	10	6	EENG112
					3ENG112
EEZU312	3EZU312	IsiZulu Home Language 3	10	7	EEZU111
					3EZU111
EEGL311	3EGL311	Language Education (English FAL) 3A	10	6	EEGL211
		(Linghon + 7 L) of t			3EGL211
EEGL312	3EGL312	Language Education (IsiZulu HL) 3B	12	6	EEGL212
		· · · ·			3EGL212
EEDS311	3EDS311	Education Studies 3A: Child Development	12	6	EEDS111
					3EDS111
EELK312	3ELK312	Life Skills Education 3B	10	6	NONE
EEMA300	3EMA300	Mathematics Education 3	24	7	EEMA112
					3EMA112
EEZU400	3EZU400	IsiZulu Home Language 4	12	7	EEZU212
					3EZU212
EENG400	3ENG400	English FAL 4	10	7	EENG211
					3ENG211
EELK400	3ELK400	Life Skills Education 4 (Service Learning)	30	7	NONE
EEDS400	3EDS400	Education Studies: Educational Law and Systems	12	7	NONE
EEDS410	3EDS410	Education Studies: Sociology and Philosophy	12	7	NONE

EEDS420	3EDS420	Education Studies: History and Comparative Education	12	7	NONE
EETP100	3ETP100	School Experience (FP)1*	10	5	NONE
EETP200	3ETP200	School Experience 2 *	10	6	EETP100
					3ETP100
EETP300	3ETP300	School Experience 3	40	6	EETP200
					3ETP200
					EEDS212
					3EDS212
					EELK212
					3ELK212
					EEMA212
					3EMA212
					EEZU212
					3EZU212
					EEGL212
					3EGL212
EETP400	3ETP400	School Experience 4	40	7	EETP300
					3ETP300

Year Level 1		Year level 2			Year level 3				Year level 4						
First semest	emester			First semest	er			First semester			First semest	First semester			
Old Codes 2019 and	New Codes 2019 and	Core/ Ancillary/	Cr	Old Codes 2019 and	New Codes 2019 and	Core/ Ancillary/Ele	Cr	Old Codes 2019 and	New Codes 2019 and	Core/ Ancillary/Ele	Cr	Old Codes 2019 and	New Codes	Core/ Ancillary/	S
before	after	Elective		before	after	ctive		before	after	ctive		before	2019 and	Elective	
EEZU111	3EZU111	С	10	EENG211	3ENG211	С	10	EENG311	3ENG311	С	10				
EELK111	3ELK111	С	10	EEGL211	3EGL211	С	10	EEGL311	3EGL311	С	10				
EEMA111	3EMA111	С	10	EELK211	3ELK211	С	10	EEDS311	3EDS311	С	12				
EEDS111	3EDS111	С	12	EEMA211	3EMA211	С	12								
				EEPS211	3EPS211	С	12								
Total 1st semester			42	Total 1st semester			54	Total 1st semester			32	Total 1st semester			
Year Level 1				Year level 2				Year level 3				Year level 4			
Second sem				Second sem				Second sem	ester			Second sem	ester		Z
EENG112	3ENG112	С	10	EEZU212	3EZU212	С	10	EEZU312	3EZU312	С	10				\sim
EELK112	3ELK112	С	10	EEGL212	3EGL212	С	10	EEGL312	3EGL312	С	12				
EEMA112	3MA112	С	10	EELK212	3ELK212	С	10	EELK312	3ELK312	С	10				
EEPS112	3EPS112	С	12	EEMA212	3EMA212	С	12								
				EEDS212	3EDS212	С	12								
Total 2 nd semester			42	Total 2 nd semester			54	Total 2 nd semester			32	Total 2 nd semester			
			Yea	r Modules			Year Mo	odules			Y	ear Modules			-
Year Level 1				Year level 2				Year level 3				Year level 4			
EECA100	3ECA100	С	16	EECL200	3ECL200	С	16	EEMA300	3EMA300	С	24	EEZU400	3EZU400	С	12
EETP100	3ETP100	С	10	EETP200	3ETP200	С	10	EETP300	3ETP300	С	40	EENG400	3ENG40	С	10
												EELK400	3ELK400	С	30
												EEDS400	3EDS400	С	12
												EETP400	3ETP400	С	40
												EEDS410	3EDS410	С	12
												EEDS420	3EDS420	С	12
Total Year credit			26	Total Year credit			26	Total Year credit			64	Total Year credit			128
Overall Total year level 1			11 0	Overall Total year level 2			13 4	Overall Total year level 3			128	Overall Total year level 4			128
Total cred	dits for the	curriculu	m												500

FED.12.1.2. Qualification Name: Bachelor of Education: Foundation Phase Teaching. Qualification Code: E/3BFPT1

Students registered for EETP300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.12.1.3. Module content and outcomes for foundation phase teaching – E/3BFPT1

FOUNDAT	FOUNDATION PHASE TEACHING -SEMESTER COURSES							
Module code:-	Semester1: EEZU111/3EZU111	NQF level: 5	Semester2: EENG111/3ENG111	NQF level: 6				
Title: ISIZU	ILU (HL) 1	Title: English (FAL) 1						
Content:		Content:						
 IsiZul and phras IsiZul Note- 	u word Class grammar u linguistic skills (sentend construction of senten uses and clauses in creative u phonetics and phonology taking and note-making in king and oral presentation i	 Spoken English Written English. Dictionary usage. English morphemes. English language communication skills for academic language use. 						
			Module outcomes:					
By the end equipped w	I of the module, students /ith:	should be	By the end of the module, stude be equipped with:	nts should				
to wri – comp to spo – comp forms studie		 competence to communicate effectively and competently in English. Competence to use English language appropriately in a variety of contexts using both spoken and written forms. 						
Method of	delivery: Full Time		Method of delivery: Full Time					
	nt modes : This module is of assignments, tests and a n		Assessment modes: This module is assessed by means of assignments, tests and an examination					
Module	Semester1:	NQF	Semester2:	NQF				
code:-	EELK111/3ELK111	level: 5	EELK112/ 3ELK112	level: 6				
Title: Life S	Skills 1A		Title: Life Skills 1B					
Content			Content:					
 Terminology related to Life Skills, moral development and human rights for the analysis and discussion of case studies. Curricula that supports a culture of human rights and democracy. The value of moral development as a theoretical framework for human rights and value formation in learners in Grades R-3 A school health policy Signs, symptoms and effects of child abuse Procedure for reporting child abuse and supporting child abuse victims 			 Key concepts in the nature and philosophy of science. Scientific literacy Classification of scientific knowledge. Science process skills Inquiry process Science concept development in children Technological literacy Technological problem solving and the application of the design process Module outcomes: 					
suppo			Module outcomes:					

equipped v - an u relati - an u sexu perso the h - comp for an - an u threa learn	inderstanding self and into onships inderstanding of the concep ality as an integral part of on which finds expression uman life cycle. betencies related to eating in active healthy lifestyle understanding of the envits to the health and we	 By the end of the module, students should be equipped with: competence to explain scientific and technological literacy competence to apply science process skills to a scientific investigation competence to apply the design process to a technological problem competence to explain how children learn scientific concepts- 					
	delivery: Full Time		Method of delivery: Full Time				
	e nt modes : This module is s of assignments, tests n	Assessment modes: This r coursework/research which is by means of examination	nodules is assessed				
Module code:-	Semester1: EEMA111/3EMA111	NQF level: 5	Semester2: NQF EEMA112/3EMA112 leve				
Title: Basi	c Mathematics 1A		Title: Basic Mathematics 1B				
Content:			Content:				
numb perce – Fract	ematical operations using w per, fractions, decimals and entages. ions, decimals and percent: lem solving involving expon	 Problem solving using geometric properties Geometric constructions to complete simple proofs Geometrical reasoning skills and argumentation Construction of geometric diagrams from familiar and unfamiliar contexts 					
Module or	itcomes:		Module outcomes:				
By the en- equipped v	d of the module, students vith: -	should be	By the end of the module, students should be equipped with: -				
 understanding of key concepts in number theory understanding and competence to conversions between fractions, decimals, ratio and percentages. Understanding and competence to apply the laws of exponents 			 problem solving skills using properties of geometry geometric reasoning from diagrams use diagrams as an aid to writing rigorous proofs ability to visualize geometric problems and represent them accurately in familiar and unfamiliar contexts 				
Method of	delivery: Full Time		Method of delivery: Full Time				
Assessment modes: This module is assessed by means of assignments, tests and an examination			Assessment modes: This module is assessed by means of assignments, tests and an examination				
Module code:-	Semester 1: EEDS111/ 3EDS111	NQF level: 5	Semester2: NQF EEPS112/3EPS112 leve				
Title: Educ	ation Studies 1A: Child Dev	Title: Pedagogical Studies 1B: Classroom Management					
Content:		Content:					

	f child development		-	Managing discipline	in the			
Physical d	evelopmental stages		Foundation Phase. — Managing health, safety and					
Importance			-	equipment in Foundati				
				classrooms.				
		-	Managing the environment for learner pa	classroom articipation.				
				Classroom administration				
				Developing own	classroom			
			_	management plan and tag Education law and the				
				regulating classroom m				
		and administration.						
Module ou	itcomes:	Mod	ule outcomes:					
By the energy equipped w	d of the module, students vith: -	should be		ne end of the module, stude quipped with:	ents should			
	ledge of the different domai	ns of child	-		f general			
	lopment nderstanding of the physical			classroom manageme administration issue				
	lopment stages and know w			techniques	s anu			
activ	ities are appropriate for each	n stage	-	an understanding of I				
	nderstanding of theories of c			issues and techniques a Foundation Phase classre				
	lopment and developmental stones.			Foundation Flase classin	JOIN			
	delivery: Full Time		Meth	Method of delivery: Full Time				
	ent modes: This module is		Assessment modes: This module is					
	s of assignments, tests	and an	assessed by means of assignments, tests and an examination					
examination								
Module code:-	Semester1: EENG211/3ENG211	NQF level: 6		ester2: U212/3EZU212	NQF level: 6			
code:-			EEZ					
code:-	EENG211/3ENG211		EEZ	U212/3EZU212 : IsiZulu (HL) 2				
code:- Title: Engl Content:	EENG211/3ENG211	level: 6	EEZ Title	U212/3EZU212 : IsiZulu (HL) 2	level: 6			
code:- Title: Engl Content: - Engli - Varie	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English.	level: 6	EEZ Title Cont	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it tites of English. titonal language for	level: 6	EEZ Title	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu.	level: 6			
Code:- Title: Engl Content: - Engl - Varie - Func com	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for nunication purposes.	level: 6 s analysis different	EEZ Title Cont	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func com - Grap	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it tites of English. titonal language for	level: 6	EEZ Title Cont	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation	level: 6			
code:- Title: Engl Content: - Engl - Varie - Func com - Grap sente	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams)	level: 6 s analysis different	EEZ Title Cont - - -	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func comm - Grap sente Module ou	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for munication purposes. hical representation of ences (Tree Diagrams)	level: 6 s analysis different English	EEZ Title Cont - - - - Mod	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes:	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func comm - Grap sente Module ou	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams) itcomes: d of the module, students	level: 6 s analysis different English	EEZ Title Cont - - - Mod By th	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func com - Grap sente Module ou By the en equipped v - com	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for munication purposes. whical representation of ences (Tree Diagrams) utcomes: d of the module, students with: petence to identify, construct	level: 6 s analysis different English should be ct and use	EEZ Title Cont - - - Mod By th	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, stude quipped with: competence to co	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func com - Grap sente Module ou By the en equipped v - com	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for munication purposes. hical representation of ences (Tree Diagrams) utcomes: d of the module, students with: petence to identify, construc- rent English sentences dep	level: 6 s analysis different English should be ct and use	EEZ Title Cont - - - Mod By th	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, stude quipped with: competence to co effectively in written isiZu	level: 6			
code:- Title: Engl Content: - Engli - Varie - Func comr - Grap sente Module ou By the en equipped v - comp differ struc - comp	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it ities of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams) itcomes: d of the module, students with: petence to identify, construc- rent English sentences dep ture petence to analyse English	level: 6	EEZ Title Cont - - - Mod By th	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, study quipped with: competence to ccc effectively in written isiZu competence to ccc effectively in spoken isiZu	Ievel: 6 Ire and its ge for of IsiZulu)) ents should pmmunicate lu mmunicate ulu			
code:- Title: Engl Content: - Engli - Varie - Func comr - Grap sente Module ou By the en equipped v - comp differ struc - comp	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it tites of English. titonal language for nunication purposes. hical representation of ences (Tree Diagrams) utcomes: d of the module, students vith: betence to identify, construc- ture	level: 6	EEZ Title Cont - - - Mod By th	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, stud- quipped with: competence to co effectively in written isiZu competence to co effectively in spoken isiZ- understanding of stru	Ievel: 6 Ire and its ge for of IsiZulu)) ents should pmmunicate lu mmunicate ulu			
code:- Title: Engl Content: - Engli - Varie - Func comr - Grap sente Module ou By the en equipped v - comr differ struc - comr to ide	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it ities of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams) itcomes: d of the module, students with: petence to identify, construc- rent English sentences dep ture petence to analyse English	level: 6	EEZ Title Cont - - - - Mod By th be et - - -	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, study quipped with: competence to ccc effectively in written isiZu competence to ccc effectively in spoken isiZu	Ievel: 6 Ire and its ge for of IsiZulu)) ents should pmmunicate lu mmunicate ulu			
code:- Title: Engl Content: - Engl - Varie - Func comr - Grap sente Module ou By the en equipped v - comp differ struc - comp to ide	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it eties of English. tional language for nunication purposes. whical representation of ences (Tree Diagrams) utcomes: d of the module, students with: betence to identify, construc- rent English sentences dep ture betence to analyse English entify meaning and purpose	level: 6	EEZ Title Coni - - - - Mod By th be et - - - - Meth	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, stud- quipped with: competence to co effectively in written isiZu competence to co effectively in spoken isiZu understanding of stru analysis of isiZulu.	Ievel: 6 Ire and its ge for of IsiZulu)) ents should pmmunicate lu mmunicate ulu			
code:- Title: Engl Content: - Engli - Varie - Func com - Grap sente Module ou By the en equipped v - comp differ struc - com to ide	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it sties of English. tional language for nunication purposes. whical representation of ences (Tree Diagrams) itcomes: d of the module, students with: betence to identify, construc- rent English sentences dep ture betence to analyse English entify meaning and purpose if delivery: Full Time ent modes: This module is a of assignments, tests and ar	level: 6	EEZ Title Coni - - - Mod By th be ei - - - - Mod Mod Sy th be ei - - - - - - - - - - - - - - - - - - -	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, stud- quipped with: competence to co effectively in written isiZu competence to co effectively in spoken isiZu understanding of stru analysis of isiZulu. nod of delivery: Full Time essment modes: This resed by means of assignm	Ievel: 6 Ire and its ge for of IsiZulu) ents should ommunicate lu mmunicate ulu cture and			
code:- Title: Engl Content: - Engl - Varie - Func com - Grap sente Module ou By the en equipped v - comp differ struc - com to ide Method of Assessme	EENG211/3ENG211 ish (FAL) 2 ish sentence structure and it sties of English. tional language for nunication purposes. whical representation of ences (Tree Diagrams) itcomes: d of the module, students with: betence to identify, construc- rent English sentences dep ture betence to analyse English entify meaning and purpose if delivery: Full Time ent modes: This module is a of assignments, tests and ar	level: 6	EEZ Title Coni - - - Mod By th be ei - - - - Mod Mod Sy th be ei - - - - - - - - - - - - - - - - - - -	U212/3EZU212 : IsiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: ne end of the module, stud- quipped with: competence to ccc effectively in written isiZu competence to ccc effectively in spoken isiZu understanding of stru analysis of isiZulu. Tod of delivery: Full Time essment modes: This	Ievel: 6 Ire and its ge for of IsiZulu) ents should ommunicate lu mmunicate ulu cture and mmunicate			

Module	Semester1:	Semester 2: NQF					
code:-	EEGL211/3EGL211	NQF level: 6	EEGL212/ 3EGL212	level: 6			
Title: Lang	uage Education (English F	Title: Language Education (IsiZulu HL) 2					
Content:		Content:					
 Teac phas spea Incor litera Envir langu Plan, langu 	onmental and biological in lage acquisition. teach and assess English a	 First Language Acquisition Theories Teaching and learning aids for listening and speaking in IsiZulu in the foundation phase Play in the teaching of listening and speaking IsiZulu as a home language Environmental and biological influences on IsiZulu language acquisition. Plan, teach and assess IsiZulu listening and speaking 					
Module ou	itcomes:		Module outcomes:				
equipped v			By the end of the module, stuc be equipped with				
deve listen – comp barrie and strate – comp	egies. betence to apply a bach to the teaching of lis	eaching of h. rners with g of English intervention play-based	 competence to plan, teach, assess and develop resources for the teaching of listening and speaking of lisiZulu. competence to identify learners with barriers to listening and speaking in lisiZulu competence to plan appropriate interventions strategies for learners with barriers to listening and speaking in IsiZulu. Competence to apply a play-based approach to the teaching of listening and speaking in isiZulu:- 				
Method of	delivery: Full Time		Method of delivery: Full Time	•			
	e nt modes : This module is of assignments, tests n		Assessment modes: This module is assessed by means of assignments, tests and an examination				
Module code:-	Semester1:	NQF level: 6	Semester2: EELK212/3ELK212	NQF level: 6			
coue:-	EELK211/ 3ELK211	level: 0		level: 6			
Title: Life S	Skills 2A		Title: Life Skills 2B				
Content:		Content:					
creat Barriu youn Desig Deve Foun Playi for th	retical aspects of the deve ivity and aesthetic apprecia ers to the development of g learners gn principles in visual art loping singing activities dation Phase. Ing a selection of instrumen e foundation phase ning to, analysing and c	 Major events in South African history Physical geography, particularly soil formation, the solar system, the water cycle, the atmosphere Concepts related to Ecosystems Environmental issues (pollution, global warming, waste management, deforestation, desertification, biodiversity and extinction). Current issues debated at the earth summits 					

move	ement elements and skills ement activities			
 Writing scripts for drama activities for foundation phase learners Theoretical understanding of acting for 				
 Theoretical understanding of acting for foundation phase learners 				
Module ou			Module outcomes:	
By the en equipped v	d of the module, students vith:	should be	By the end of the module, stude be equipped with:	ents should
 understanding theoretical aspects of creativity and aesthetics in visual arts, music, dance and drama for young learners competence to recognise barriers to the development of creativity in young learners competence to assess and evaluate their own and others' visual arts, music, dance and drama performances:- 		 foundational knowledge of South African history foundational knowledge of physical geography an understanding of environmental issues such as pollution, global warming and waste management competence to evaluate some of the important issues competence to debate about the impact of human behaviour on the environment:- 		
Method of	delivery: Full Time		Method of delivery: Full Time	
	e nt modes: This module is s of assignments, tests n		Assessment modes: This module is assessed by means of assignments, tests and an examination	
Module code:-	Semester1: EEMA211/3EMA211	NQF level: 6	Semester2: EEMA212/3EMA212	NQF level: 6
Title: Mathematics Education 2A Title: Mathematics Education 2B				
Title: Math	nematics Education 2A Title	e: Mathemat	ics Education 2B	
Title: Math	nematics Education 2A Title	e: Mathemati	ics Education 2B Content:	
Content: - Theo - Theo Math - Teac throu - Ethn - Barri learn - Reso	pries on emergent numeracy pries of and approaches to ematics.	r. o teaching athematics iltures. ching and	Content: – How children learn to read and write number number operations, con skills	ers, basic iccepts and e of the natics as curriculum. issessing for ber sense, gebra in the numbers, to effective rations and for learners al problem ation phase
Content: - Thec - Thec Math - Teac throu - Ethn - Barri learn - Resc	pries on emergent numeracy vries of and approaches t lematics. hing and learning M igh play. o-mathematics in various cu ers to the effective tea- ing of Mathematics purces development related hing in mathematics	r. o teaching athematics iltures. ching and	 Content: How children learn to read and write number operations, con skills The specialized nature teaching of Mathem determined by the school Planning, teaching and as the development of num patterns, functions and alg Foundation Phase. Resources to teach patterns and functions Identification of barriers the learning of number, oper relationships. Word sums: challenges f and its facilitation Developing mathematica solving abilities in foundation and the functions 	ers, basic iccepts and e of the natics as curriculum. issessing for ber sense, gebra in the numbers, to effective rations and for learners al problem ation phase
Content: - Thec - Thec Math - Teac throu - Ethn - Barri learn - Resc plann	pries on emergent numeracy pries of and approaches t lematics. thing and learning M igh play. o-mathematics in various cu- ers to the effective tea- ing of Mathematics purces development related hing in mathematics	, o teaching athematics ultures. ching and d to theme	 Content: How children learn to read and write number operations, con skills The specialized nature teaching of Mathem determined by the school Planning, teaching and as the development of num patterns, functions and alg Foundation Phase. Resources to teach patternis and functions Identification of barriers the learning of number, oper relationships. Word sums: challenges f and its facilitation Developing mathematica solving abilities in foundal learners (including model) 	ers, basic icepts and e of the natics as curriculum. isessing for ber sense, gebra in the numbers, to effective rations and for learners al problem ation phase ling)

	school curriculum-		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes : This module is asse by means of assignments, tests and examination	ed Assessment modes: This module an assessed by means of assignments, test and an examination		
Module Semester1: EEPS211/ NQF	Semester2: NQF		
code:- 3EPS211 leve	6 EEDS212/ 3EDS212 level: 6		
Title: Pedagogical Studies 2A: Curric Development	um Title: Education Studies 2B: Chil development		
Content:	Content:		
 Theories of curriculum development Levels of curriculum development Principles underpinning curriculum de for the foundation phase 	 Application of cognitive development theory to a teaching environment Application of recent theories of hor children learn to teaching in the foundation phase. Application of how knowledge about development and learning of language should reflect in teachin of the foundation phase Application of knowledge on how the development and learning of mathematical concepts shoul reflect in the teaching of foundation phase Different kinds of barriers to learnin and how to support a learner in the foundation phase classroom 		
Module outcomes:	Module outcomes:		
By the end of the module, students shoul equipped with:	be By the end of the module, students shoul be equipped with:		
 understanding and application of theoricurriculum development in the teaching Foundation Phase learners the ability to distinguish beth conventional, progressive, and libera critical theory and use these the accordingly understanding, recognising and evalual levels of curriculum development understanding and adhering to princunderpinning curriculum design foundation phase education 	of of cognitive development durin childhood en – knowledge of development i children's thinking ies – an understanding of languag development from birth throug childhood. – An understanding of literad development from birth throug childhood – Competence to recognize signs of developmental delays of impairments in children.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is asset by means of assignments, tests and examination			
Module Semester1: NQF code:- EENG311/3ENG311 leve	Semester2: NQF EEZU312/3EZU312 level: 7		
Title: English (English FAL)3A	Title: IsiZulu HL 3B		

Content:			Content:		
 Differences between genres of modern literature. Differences between genres of traditional literature. visual literacy and dialogue 			 Differences between genres of modern literature. Differences between genres of traditional literature. visual literacy and dialogue 		
Module ou	tcomes:		Module outcomes:		
By the end equipped w	d of the module, students <i>v</i> ith: -	should be	By the end of the module, stude be equipped with:	nts should	
literat – Com literat – Com visua	petence in familiarity of	traditional	 Competence in understanding modern literature Competence in familiarity with traditional literature Competence in understanding dialogue and visual literacy Method of delivery: Full Time 		
	nt modes: This module is as ssignments, tests and exar		Assessment modes: This r assessed by means of assignm and examination		
Module code:-	Semester1: EEGL311/3EGL311	NQF level: 6	Semester 2: EEL312/ 3ELG312	NQF level: 6	
Title: Lang	uage Education (English F	AL) 3A	Title: Language Education 3B (isiZulu HL) 3B		
Content:			Content:		
for th – Mate found – Use r	ify children's literature and i e teaching of literacy rials for the teaching of liter lation phase. resources for the teaching of foundation phase.	acy in the	 Modern and traditional literature genres Materials for the teaching of modern and traditional literature for young children. Teaching of traditional and modern literature for young children. 		
Module ou	tcomes:		Module outcomes:		
By the end equipped w	d of the module, students <i>v</i> ith: -	should be	By the end of the module, students should be equipped with:		
 Competence in Identify and use appropriate children's' literature for the teaching Competence in develop materials for the teaching of literacy, focussing on reading and writing. Competence in Prepare resources for teaching, planning, assessing and for the development of resources 			 Competence in analysing modern and traditional literature Competence in Teaching of modern and traditional literature Competence in The teaching and assessment of modern and traditional literature 		
Method of	delivery: Full Time		Method of delivery: Full Time		
	Assessment modes: This module is assessed by means of assignments, tests and examination		Assessment modes: This module is assessed by means of assignments, tests and examination		
Module code:-	Semester1: EEDS311/3EDS311	NQF level: 6	Semester2: NQF EELK312/3ELK312 level: 6		
Title: Education Studies 3A: Child Development			Title: Life Skills Education 3B		

Content:	Content:		
 Emotional development in young children Moral development in young children. Social development in young children. Skills in fostering child-parent relationships 	 terminology of physical development one page report using academic language and referencing 		
Module Outcomes:	Module outcomes:		
 Competence in the emotional development of young children Competence in understanding moral development in young children. Competence in understanding social development in young children. Competence in developing skills to foster child-parent relationships. 	 By the end of the module, students should be equipped with: Competence to understand the key concepts and skills Competence to understand the role of indoor and outdoor activities Competence to develop specific motor skills 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of assignments, tests and examination	Assessment modes: This module is assessed by means of assignments, tests and examination		

FED.12.1.4. MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE TEACHING – E/3BFPT1

FOUNDATION PHASE TEACHING - YEAR COURSES					
Module code:- Year Level 1: EECA100/3ECA100 NQF level: 5					
Title: Academic a	nd Computer Literacy				
Content:					
 Academic vo Skills and str Plagiarism Word proces Referencing Developing a Spreadsheet Emailing Information g Internet sear The role of co 	ategies to read selectively sing skills needed for the writing process skills presentation s for basic data processing athering skills in the library ch skills pomputers in Foundation Phase Classrooms				
 Developing to Module outcomes 	eaching resources using computers				
Module outcomes: By the end of the module, students should be equipped with: - - academic reading and writing skills - critical reading skills - academic language and skills in learning - presentation skills - skills to use information technology to plan, administer, develop teaching resources and collect information					
	 skills needed to use computers in childhood education (5-9 year olds) classes 				
Method of deliver	y: Fuil Time				
Assessment modes: This module is assessed by means of assignments, tests and an examination					
Module code:-	Year Level : EECL200/3ECL200	NQF level: 5			

Title: Conversational Language Afrikaans			
Content:			
 Basic Afrikaans Language vocabulary, Pronunciation and sentence structures in various contexts such as shopping, in the garden, at the hospital, at school, on the farm, sports Speech acts: greetings; expressing emotions; opening and closing a conversation; responding to questions; using appropriate tone 			
Module outcomes:			
By the end of the module, students should be equipped with:			
 knowledge of basic Afrikaans vocabulary basic conversation in Afrikaans 			
Method of delivery: Full Time			
Assessment modes: This module is assessed by means of assignments, tests and an examination			
Module code:- Year Level 3: EEMA300/3EMA300 NQF level: 7			
Title: Mathematics Education 3			
Content:			
 Facilitate problem solving geometrical concepts during teaching Develop problem-solving activities 			
Module outcomes:			
By the end of the module, students should be equipped with: -			
 Competence in understanding the learning theories Competence in the ability to teach geometrical concepts 			
 Competence in understanding the importance of measurement 			
Method of delivery: Full Time			
Assessment modes: This module is assessed by means of assignments, tests and examination			
Module code:- Year Level 4: EEZU400/3EZU400 NQF level: 7			
Title: IsiZulu HL 4			
Content:			
 Syntactic structures of isiZulu language. Semantic properties of isiZulu language. Pragmatic use and form of isiZulu language. Idiomatic use of isiZulu language for different purposes. Ambiguities in written and spoken isiZulu language. 			
Module outcomes:			
By the end of the module, students should be equipped with: -			
1. Competence in syntactic structures of isiZulu language.			
2. Competence of isiZulu language.			
3. Competence in practical application of IsiZulu			
4. Competence in the use of isiZulu idiom			
5. Competence in ambiguities in isiZulu.			
5. Competence on Home Language development			

Method of delivery: Full Time					
Assessment modes: This module is assessed by means of assignments, tests and examination					
Module code:-	Year Level 4: EENG400/3ENG400	NQF level: 7			
Title: English FAL	4				
Content:					
	ent syntactic structures of English language. antic properties of English language.				
 Pragmatic us 	es and forms of English language.				
	omatic use of English language for different purposes. d analyse ambiguities in written and spoken language.				
Module outcomes					
By the end of the n	nodule, students should be equipped with: -				
 Competence 	in understanding the syntactic structures of English lan	guage.			
	in conducting a semantic analysis of English language. in applying English practically				
 Competence 	in the use of English idiom				
 Competence Method of deliver 	in identifying ambiguities in English.				
		44			
	es: This module is assessed by means of assignments				
Module code:-	Year Level 4: EELK400/3ELK400	NQF level: 7			
Title: Life Skills Ed	ucation 4 (Service Learning)				
Content:					
0	e Skills theme plan				
 Service Lear school comm 	unity development				
Module outcomes	:				
By the end of the n	nodule, students should be equipped with: -				
- Competence	in Life Skills in Life Skills components for inclusion in a possible Ser	avion Loorning project			
 Competence 	in understanding of the concepts of community, commu	nity engagement, and			
	ypes of community engagement, particularly Service Le in the acquisition of knowledge and strategies for ide				
community.					
	in the acquisition of knowledge and capacity to addruge y means of a Service Learning project.	ess the needs of the			
	Competence in the development of appropriate reflective skills. Method of delivery: Full Time				
		tests and sysm			
	es: This module is assessed by means of assignments				
Module code:-	Year Level 4: EEDS400/3EDS400	NQF level: 7			
Title: Educational	Law and Systems				
Content:					
	an understanding of the South African education syste	m			
 Apply laws governing children Manage parent partnerships in childhood education 					
	analyse educational policies e.g. EWP5,				

 Issues around school governance 				
Module outcome	s:			
 Competence Competence Competence Competence Competence 	By the end of the module, students should be equipped with: - - Competence in understanding the legal structure of the South African education system - Competence in understanding South African laws pertaining to children - Competence in managing parent partnerships - Competence in educational policies - Competence in school governance			
Method of delive				
Assessment mod	des : This module is assessed by means of assignments, t	ests and examination		
Module code:-	Year Level 4: EDS410/3EDS410	NQF level: 7		
Title: Education S	Studies: Sociology and Philosophy			
Content:				
•	and philosophical principles. actices with reference to various philosophical principles	i.		
Module outcome	s:			
By the end of the	module, students should be equipped with: -			
- Competence	e in underpinning theories of sociology			
- Competence	e in underpinning theories of philosophy			
Method of delive	ry: Full Time			
Assessment mode	es: This module is assessed by means of assignments, t	ests and examination		
Module code:-	Year Level 4: EDS420/3EDS420	NQF level: 7		
Title: Education S	Studies: History and Comparative Education			
Content:				
	ducation in South African I education systems			
Module outcome	s:			
By the end of the	module, students should be equipped with: -			
 Understandi 	ing history of education systems of selected countries.			
 Competence 	e in Comparing education systems			
- Competence	e in comparing various journal articles on education syste	ems.		
Method of delive	ry: Full Time			
Assessment mod	des : This module is assessed by means of assignments, t	ests and examination		

FED.12.1.5.

TEACHING PRACTICE MODULE CONTENT AND OUTCOME – E/3BFPT1

FOUNDATION PHASE TEACHING PRACTICE – YEAR COURSES

FOUNDATION PHASE					
Module code:-	Year Level 1: EETP100/3ETP100	NQF level: 5			
Title: School Experience 1					
Content: In the contex	kt of a grade R classroom				
 Roles and function Observation technologies Becoming a teach The task of a teach Analysis of the question Writing a teaching 	 Observation techniques – school functionality Becoming a teacher: what inspired you? The task of a teacher 				
	le students should be equipped with:				
as a pre-service t – an initial understa organisation – skills to form part – observation skills	 skills to form part of the teacher-student mentorship relationship observation skills to observe mentor teachers in the schools reflection skills for developing reflexive practice of school based activities, observed 				
Assessment modes: This module is assessed by means of assignments, tests and an examination					
	, 3				
	Year Level : EETP200/3ETP200	NQF level: 6			
examination	Year Level : EETP200/3ETP200				
examination Module code:- Title: School Experience Content: - Applying teachin method). - Preparing, desig charts, flashcard materials. - Reflecting on obs - Completing the jc - Working under su - Organizing and d - Identifying, interv barriers	Year Level : EETP200/3ETP200	NQF level: 6 (play and inquiry plogies – pictures, hing and learning			
examination Module code:- Title: School Experience Content: - Applying teachin method). - Preparing, desig charts, flashcard materials. - Reflecting on obs - Completing the jc - Working under su - Organizing and d - Identifying, interv barriers Module outcomes:	Year Level : EETP200/3ETP200 ce 2 g methods to foundation phase classrooms ning, developing and using classroom techno s, magazines and various audio-visual teac ervation of teaching and learning practices jurnal, writing with critical reflection upervision and assessment of school mentors eveloping a portfolio rening and supporting learners with learning a	NQF level: 6 (play and inquiry plogies – pictures, hing and learning			
examination Module code:- Title: School Experience Content: - Applying teaching method). - Preparing, desig charts, flashcard materials. - Reflecting on obs - Completing the jo - Working under su - Organizing and d - Identifying, interve barriers Module outcomes: By the end of the module	Year Level : EETP200/3ETP200 ce 2 g methods to foundation phase classrooms ning, developing and using classroom techno is, magazines and various audio-visual teac ervation of teaching and learning practices ournal, writing with critical reflection pervision and assessment of school mentors eveloping a portfolio rening and supporting learners with learning a le, students should be equipped with:	NQF level: 6 (play and inquiry blogies – pictures, hing and learning			
examination Module code:- Title: School Experience Content: - Applying teaching method). - Preparing, desig charts, flashcard materials. - Reflecting on obs - Completing the just - Working under su - Organizing and d - Identifying, intervi- barriers Module outcomes: By the end of the modul - Competence to a	Year Level : EETP200/3ETP200 ce 2 g methods to foundation phase classrooms ning, developing and using classroom techno s, magazines and various audio-visual teac ervation of teaching and learning practices jurnal, writing with critical reflection upervision and assessment of school mentors eveloping a portfolio rening and supporting learners with learning a	NQF level: 6 (play and inquiry blogies – pictures, hing and learning and developmental			
examination Module code:- Title: School Experience Content: - Applying teachin method) Preparing, desig charts, flashcard materials Reflecting on obs - Completing the jc - Working under su - Organizing and d - Identifying, interv barriers Module outcomes: By the end of the modul - Competence to a - Competence to a	Year Level : EETP200/3ETP200 g methods to foundation phase classrooms ning, developing and using classroom techno s, magazines and various audio-visual teac nervation of teaching and learning practices burnal, writing with critical reflection upervision and assessment of school mentors eveloping a portfolio rening and supporting learners with learning and lee, students should be equipped with: pply theoretical knowledge to teaching Grade R- execute teaching, learning and assessment as	NQF level: 6 (play and inquiry blogies – pictures, hing and learning and developmental			

 competence to analyze and reflect on practical work based assignments, assessment tasks and activities in the prescribed observation journal - 					
Method of delivery: Full Time					
Assessment modes : This module is assessed by means of assignments, tests and an examination					
Module code:-	Year Level 3: EETP300/3ETP300	NQF level: 6			
Title: School Experien	ice3	-			
Content:					
 as independently Critique peer's les 	iching strategies I present full lessons under guidance of lecturer ar ssons and presentations and improve quality of ow t learners with learning problems				
Module outcomes:					
By the end of the modu	le, students should be equipped with: -				
 Competence in id Competence in as 	tegrating the teaching of Life Skills, Literacy and M lentifying learners with learning difficulties ssessing the learning area and context ducational technologies for teaching and learning - a				
Method of delivery: Fu	ıll Time				
Assessment modes: examination	This module is assessed by means of assignr	nents, tests and			
Module code:-	Year Level 4: EETP400/3ETP400	NQF level: 7			
Title: School Experience	e .	-			
Module outcomes:					
By the end of the modu	le, students should be equipped with:				
 Competence in va identify with difference 	aluing others, listen to their wants and needs and e ent cultures	empathize or			
 Competence in ur 	ndertaking case study				
 Competence in competence 	ompleting the student teacher's diary				
 Competence in co 	ompleting the prescribed teaching				
 Competence on s 	ervice learning and other related specialized tasks	3			
 Competence in p orally 	 Competence in presenting their thoughts and experiences of their teaching weeks orally 				
Method of delivery: Fu	ull Time				
Assessment modes: examination	This module is assessed by means of assignr	nents, tests and			
 Campus based: A presentation to perform to perform the performance of the pe	opplication of the seven roles of the educator throu sers	gh lesson			
 Engaging learners 	s in extra-curricular activities				

- The how of 'community engagement in school issues'
- Practical application of teachers' code of ethics as enshrined in SACE-role plays
- Professionalism and Teacher Unions

FED.12.2.

FED.12.2.1.

BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING -E/3BDIP1

LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES. B. Ed in Intermediate Phase Teaching : Language and MSTE

Old Codes 2019 and before	New Codes 2019 and after	Descriptive name	Credits	NQFL	Pre/Co requisites
ELZL111	3LZL111	IsiZulu Language 1A (IP)	8	5	NONE
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE
ELEL111	3LEL111	English Language 1A (IP)	8	5	NONE
ELEL112	3LEL112	English Language 1B	8	6	NONE
ESMA121	3SMA121	Mathematics 121A (IP)	8	5	NONE
ESMA122	3SMA122	Mathematics 1B	8	6	NONE
ESNT111	3SNT111	Natural Science & Technology 1A (IP)	8	5	NONE
ESNT112	3SNT112	Natural Science & Technology 1B	8	6	NONE
EDST111	3DST111	Education Studies 1A	12	5	NONE
EDST112	3DST112	Education Studies 1B	12	6	NONE
EGEP111	3GEP111	General Pedagogy 1A	12	5	NONE
EGEP112	3GEP112	General Pedagogy 1B	12	6	NONE
EDSL100	3DSL100	Academic skills for educators	16	5	NONE
ELZL211	3LZL211	IsiZulu Language 2A	8	6	NONE
ELZL212	3LZL212	IsiZulu Language 2A	8	6	NONE
ELEL211	3LEL211	English Language 2A	8	6	NONE
ELEL212	3LEL212	English Language 2A	8	6	NONE
ESMA221	3SMA221	Mathematics 2A	8	6	NONE
ESMA222	3SMA222	Mathematics 2B	8	6	NONE
ESNT211	3SNT211	Natural Science & Technology 2A	8	6	NONE
ESNT212	3SNT212	Natural Science & Technology 2B	8	6	NONE
EEBS211	3EBS211	Basic Social Science and Life Skills	8	5	NONE
EEBE211	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies 2A	12	7	NONE
EDST212	3DST212	Education Studies 2B	12	7	NONE
EGEP211	3GEP211	General Pedagogy 2A	12	6	NONE

EGEP212	3GEP212	General Pedagogy 2B	12	6	NONE
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	ELZL111
		J.			3LZL111
					ELEL111
					3LEL111
ELZL312	3LZL312	IsiZulu Language Education	8	6	ESMA121 ELZL112
		3В	-		3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122
					ESNT112
					3SNT112
ELEL311	3LEL311	English Language Education	8	6	ELZL111
		3A			3LZL111
					ELEL111
					3LEL111
			-		ESMA121
ELEL312	3LEL312	English Language Education 3B	8	6	ELZL112
					3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122
					ESNT112
5014004	00144004			<u>^</u>	3SNT112
ESMA321	3SMA321	Mathematics Education 3A	8	6	ELZL111
					3LZL111
					ELEL111
					3LEL111 ESMA121
					3SMA121 ESNT111
					ESN1111 3SNT111
50144655	00144633			_	
ESMA322	3SMA322	Mathematics Education 3B	8	6	ELZL112
					3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122

			ESNT112
		:	3SNT112
ESNT311 3SNT311 Natural S	cience & Technology 8	6 1	ELZL111
Education	3A	:	3LZL111
		1	ELEL111
		:	3LEL111
			ESMA121
		:	3SMA121
		1	ESNT111
		:	3SNT111
ESNT312 3SNT312 Natural S Education	cience & Technology 8	6 1	ELZL112
Education	30	:	3LZL112
			ELEL112
		:	3LEL112
			ESMA122
		;	3SMA122
			ESNT112
		:	3SNT112
EDST311 3DST311 Education	Studies 3A 12	7	NONE
EDST312 3DST312 Education	Studies 3B 12	7	NONE
ELZL400 3LZL400 IsiZulu La	nguage Education 4 16	7	ELZL211
		:	3LZL211
ELEL400 3LEL400 English L	anguage Education 4 16	7	ELEL211
		:	3LEL211
ESMA400 3SMA400 Mathema	ics Education 4 16	7	ESMA221
		:	3SMA221
ESNT400 3SNT400 Natural S Education	cience & Technology 16	7	ESNT211
Education	4	;	3SNT211
ELCL400 3LCL400 Conversa Teachers	tional Language for 8	5 1	NONE
Teachers	Practice 1 8		NONE
Teachers EPTE100 3PTE100 Teaching		5 1	
Teachers EPTE100 3PTE100 Teaching	Practice 1 8	5	NONE
Teachers EPTE100 3PTE100 Teaching EPTE200 3PTE200 Teaching	Practice 1 8	5 I	NONE EPTE100
Teachers EPTE100 3PTE100 Teaching EPTE200 3PTE200 Teaching	Practice 1 8 Practice 2 16	5 6 6	NONE EPTE100 3PTE100
Teachers EPTE100 3PTE100 Teaching EPTE200 3PTE200 Teaching	Practice 1 8 Practice 2 16	5 6 6 6	NONE EPTE100 3PTE100 EPTE200
Teachers EPTE100 3PTE100 Teaching EPTE200 3PTE200 Teaching	Practice 1 8 Practice 2 16	5 6 6 1	NONE EPTE100 3PTE100 EPTE200 3PTE200
Teachers EPTE100 3PTE100 Teaching EPTE200 3PTE200 Teaching	Practice 1 8 Practice 2 16	5 6 6 7 1 1 1	NONE EPTE100 3PTE100 EPTE200 3PTE200 ELEL212

					EDST212
					3DST212
					ELZL212
					3LZL212
					ESNT212
					3SNT212
					EGEP212
					3GEP212
EPTE400	3PTE400	Teaching Practice 4	48	7	EPTE300
					3PTE300
					ELZL211
					3LZL211
					ELEL211
					3LEL211
					ESMA221
					3SMA221
					ESNT211
					3SNT211
					EDST211
					3DST211
					EDST311
					3DST311
					EGEP211
					3GEP211
NONE	UZUL100	UNIZULU101	16	5	NONE

FED.12.2.2. Qualification Name: Bachelor of Education: Intermediate Phase Teaching (Language and MSTE). Qualification Code: E/3BDIP1

Year Level 1				Year level 2				Year level 3				Year level 4			
First semeste	ər			First semester First semester First semester		er		7							
Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New	Core/	Cr
2019 and	2019 and	Ancillary/		2019 and	2019 and	Ancillary/El		2019 and	2019 and	Ancillary/		2019 and	Codes	Ancillary	-
ELZL111	3LZL111	С	08	ELZL211	3LZL211	С	08	ELZL311	3LZL311	C	08				
ELEL111	3LEL111	С	08	ELEL211	3LEL211	С	08	ELEL311	3LEL311	С	08				
ESMA121	3SMA121	С	08	ESMA221	3SMA221	С	08	ESMA321	3SMA321	С	08				
ESNT111	3SNT111	С	08	ESNT211	3SNT211	С	08	ESNT311	3SNT311	С	08				
EDST111	3DST111	С	12	EEBS211	3EBS211	С	08	EDST311	3DST311	С	12	/	1		
EGEP111	3GEP111	С	12	EDST211	3DST211	С	12			1				1	
				EGEP211	3GEP211	С	12								
Total 1st semester			56	Total 1st semester			64	Total 1st semester			44	Total 1st semester			
Year Level 1				Year level 2				Year level 3				Year level 4			X
Second seme	ester			Second sem	ester			Second sem	ester			Second sem	ester		
Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr
ELZL112	3LZL112	С	08	ELZL212	3LZL212	С	08	ELZL312	3LZL312	С	08				
ELEL112	3LEL112	С	08	ELEL212	3LEL212	С	08	ELEL312	3LEL312	С	08				
ESMA122	3SMA122	С	08	ESMA222	3SMA222	С	08	ESMA322	3SMA322	С	08				
ESNT112	3SNT112	С	08	ESNT212	3SNT212	С	08	ESNT312	3SNT312	С	08				
EGEP112	3GEP112	С	12	EDST212	3DST212	С	12	EDST312	3DST312	С	12				
EDST112	3DST112	С	12	EGEP212	3GEP212	С	12								
				EEBE212	3EBE212	С	08					*			
Total 2 nd			56	Total 2 nd			64	Total 2 nd			44	Total 2 nd			
semester			Veer	semester Iodules		Voor N	lodules	semester			Year M	semester			
Year Level 1			Tear	Year level 2		Tear IV	louules	Year level 3			rear w	Year level 4			
EDSL100	3DSL100	С	08	EPTE200	3PTE200	С	16	EPTE300	3PTE300	С	24	ELZL400	3LZL40	С	16
EPTE100	3PTE100	C	08	2.12200	5. TE200	, , , , , , , , , , , , , , , , , , ,	10		3. 12000	Ĭ	27	ELEL400	3LEL40	C C	16
UZUL100	NONE	C	16							<u> </u>		ESMA400	3SMA40	C C	16
1101100							<u> </u>					ESNT400	3SNT40	C	16
												ELCT400	3LCL40	C	08
												EPTE400	3PTE40	C	48
Total Year			32	Total Year			16	Total Year			24	Total Year		-	120
credit				credit				credit				credit			
Overall Total year level 1			144	Overall Total year level 2			144	Overall Total year level 3			112	Overall Total year level 4			120
Total cred	lits for the	curriculur	n												520

Students registered for EPTE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.12.2.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP1

	ester2:		
code:- ELZL111/3LZL111 ELZL	112/3LZL112		
Title: IsiZulu Language 1A (IP) Title:	IsiZulu Language 1B		
 Phonetics. Phonology. Morphology. Lexicology. Semantics. Semiotics. 	 Content: Literary theories and criticism of prose, drama and media texts. Literary analysis of prose, drama and media texts. Creation of prose, drama and media texts. 		
Module outcomes: Modu	le outcomes:		
	e end of the module, students d be able to:		
IsiZulu Home Language linguistics. – Apply isiZulu Home Language linguistic skills in texts. –	 Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media. Critically analyse and interpret prose, drama and media texts. Create and evaluate meaningful literary and media texts. 		
Method of delivery: Full Time Metho	Method of delivery: Full Time		
assessed by means of course examinationFormative assessments 50% by me and summative assessment 50% asses	ssment modes: This modules is ework/research which is assessed eans of examination Formative sments 50% and summative sment 50%		
	ester2: NQF 112/3LEL112 level: 5		
Title: English Language 1A (IP) Title:	Title: English Language 1B		
Content: Conte	ent:		
verbal language). – Introduction to linguistic concepts. – – Introduction to discourse competence. –	genres.		
Module outcomes: Modu	ile outcomes:		

By the end able to:	of the module, students should be	By the end of the module, students should be able to:			
undei – Demo scien for hu – Demo gram variou – Demo	Instrate knowledge and standing of language categories. Instrate an understanding of the tific study of language as a system iman communication. Instrate language and grammatical etence by applying language and matical rules and analytical skills in us contexts. Instrate discourse competence in age skills.	 Text genres: Literary and Non- literary texts. Analysing literature genres. Analysis of non-literary texts: written and/or visual Analysis of literary texts. 			
	delivery: Full Time	Method of delivery: Full Ti	me		
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%		Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%			
Module code:-	Semester1: ESNT111/3SNT111	Semester2: ESNT112/3SNT112	NQF level: 5		
Title: Natur	al Science & Technology 1A	Title: Natural Science & Teo	chnology 1B		
Content:		Content:			
 The h Thern Thern Matter Perio Atom Electr The S 	natics and dynamics neat transfer nodynamics r dic table ic structure ron configuration Solar system	 Waves, sound and light Geometrical optics Electricity and magnet Intermolecular forces Acids and bases Electrochemistry Organic chemistry 			
9) Moor	s and smaller solar system bodies				
Module ou	-	Module outcomes:			
Module ou By the end able to: -	-	Module outcomes: By the end of the modul should be equipped with: - demonstrate critical re			

		 identify and apply concepts in 		
		different contexts across all topics covered		
Method of	delivery: Full Time	Method of delivery: Full Time		
Assessmer coursework/ means of:	nt modes: This module is /research which is assessed by	Assessment modes: This module is coursework/research which is assessed by means of:		
of Module Test 1	15	SUMMATIVE: Formal 50 end of Module Exam CASS:		
Test 2 Test 3	15	Test 1 25 Test 2 25		
Practs Total	10	Total 10 0		
Module	Semester1: EDST111/3DST111	Semester2:		
code:-	Semestern. EDSTTTT/SDSTTTT	EDST112/3DST112		
Titles Educ	ation Otudian 4A			
	ation Studies 1A	Title: Education Studies 1B		
Content:		Content		
 Sociol Institu Enligh educa Ethics ar The n. conce of arg Morali Cultur Morali Perso 	nd values in education ature of ethical thinking, ptual analysis, and the evaluation uments ity, etiquette and law al relativism ity and religion nal relativism and existentialism Utilitarianism	 Sociological Theories in Education Functionalism Conflict theory Symbolic Interactionism Sociology of Education in school practice Ecology of the school The role of the school in society Diversity in education Culture Race Gender Socialisation Stratification 		
- 3: History of	Moral Rights f education	 Stratification Norms and Values 		
 Histor Histor educa Influer politic 4: Education National Pa 	y of education iography of South African tion nce of economic, social and al trends on education n provisioning during the period of rty rule	 Status and role 4.Citizenship education Ancient and modern concepts of citizenship History of South African citizenship Future of citizenship education in South African schools 		
 Bantu Separ blacks Resist June 	ian National Education Education Act of 1953 ate education for whites, Indians, s and coloureds tance to Bantu Education 1976 Soweto uprisings te Lange Commission	Module outcomes: On successful completion of the module, students should be able to – Demonstrate a knowledge and understanding of sociological theories of education.		

5: Post – a – Single – Princi dispe deseg oppor – Outco – Natiol – Curric stater	e's education partheid education e national education department ples of a new educational nesation (democratisation, gregation, equal educational tunities) pomes-based education nal curriculum statement culum and assessment policy ment. delivery: Full Time	betw infor	Demonstrate an under the sociology of educa school practice. Demonstrate an under diversity in education. Demonstrate an under the trends in citizenshi education. cally analyse the reen education and soci med decisions.	tion in standing of standing of p relationship ety to make
assessed b assessmen presentatio	nt modes: This module is y means of continuous formative t through assignments, ns and tests. Summative t through examinations		essment modes: This essed by means of assig	
Module code:-	Semester1: EGEP111/3GEP111		nester 2: P112/3GEP112	NQF level: 6
Title: Gene	eral Pedagogy 1A	Title	: General Pedagogy 1	3
Content:		Con	tent:	
 Introd proce Curric Conte Conte Teach Class Princi Class Appro Class Appro Class Appro Class Appro Class Multi- Multi- Multi- Servic and te Servic Servic Servic Unde (IP) C 	culum ent exit ing ing room management ples of classroom management room climate vaches to classroom management g with large classes room discipline rvation techniques ction modalities culum differentiation grade teaching and assessment level teaching and assessment evel teaching and assessment exelaring retical conceptions of service	1) 	Introduction to teac profession Definition of education Characteristics of teac professional develo educators Staff induction Professional developm (journal) Staff appraisal Staff development SACE The role of teacher education Freedom of associatio Organisational rights c Collective bargaining i Managing strike actior	al terms hing as a pment of nent unions in n funions n education

 Purpose and general aims of the IP curriculum 			
 Requirements and roles of all subjects in 			
the IP curriculum			
Module outcomes:	Module outcomes:		
On successful completion of the module,	On successful completion of the		
students should be able to	module, students should be able to		
	,		
 Demonstrate basic knowledge and 	 Demonstrate a knowledge and 		
understanding of teaching and learning processes and curriculum differentiation	understanding of teaching as a profession		
 Demonstrate competence in managing 	 Demonstrate a knowledge and 		
the classroom and the learning	understanding of the professional		
environment to support teaching and	development of educators		
learning	 Demonstrate a knowledge and 		
 Demonstrate basic knowledge and 	understanding of the role of teacher unions in education		
understanding of service learning	 Critically reflect on the 		
theories and concepts	professional development of		
 Demonstrate sufficient broad background knowledge of the 	educators		
background knowledge of the requirements and roles of all subjects in			
the Intermediate Phase curriculum.			
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is	Assessment modes: This module is		
assessed by means of examination	assessed by means of examination		
Module Semester 1:ELZL211/3LZL211	Semester2: NQF		
code:-	ELZL212/3LZL212 level: 6		
code:-	ELZL212/3LZL212 level: 6		
code:- Title: IsiZulu Home Language 2A	ELZL212/3LZL212 level: 6 Title:		
Title: IsiZulu Home Language 2A Content:	Title: Content:		
Title: IsiZulu Home Language 2A	Title:		
Title: IsiZulu Home Language 2A Content: - Syntax	Title: Content: – Poetry. – Folklore. – Critical analysis and interpretation		
Content: - Syntax - Sociolinguistics and Pragmatics	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore.		
Title: IsiZulu Home Language 2A Content: - Syntax	Title: Content: – Poetry. – Folklore. – Critical analysis and interpretation		
Content: - Syntax - Sociolinguistics and Pragmatics	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore.		
Title: IsiZulu Home Language 2A Content: - Syntax - Sociolinguistics and Pragmatics Module outcomes: By the end of the module, students should be able to:	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to:		
Title: IsiZulu Home Language 2A Content: - Syntax - Sociolinguistics and Pragmatics Module outcomes: By the end of the module, students should be	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students		
Module outcomes: By the end of the module, students should be able to: - Demonstrate knowledge and understanding of isiZulu Home Language syntax.	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore.		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in	Title: Content: - Folklore. - Critical analysis and interpretation of poetry and folklore. - Critical values and interpretation of poetry and folklore. By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore.		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language	Title: Content: - Folklore. - Critical analysis and interpretation of poetry and folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore. - Create and evaluate poetry and		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in	Title: Content: - Folklore. - Critical analysis and interpretation of poetry and folklore. - Critical values and interpretation of poetry and folklore. By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore.		
Module outcomes: By the end of the module, students should be able to: - Demonstrate knowledge and understanding of isiZulu Home Language syntax. - Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore. - Create and evaluate poetry and folklore.		
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts. Method of delivery: Full Time	Title: Content: - Folklore. - Critical analysis and interpretation of poetry and folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore. - Create and evaluate poetry and folklore. - Create and evaluate poetry and folklore. - Kethod of delivery: Full Time Assessment modes: This modules is coursework/research which is		
Title: IsiZulu Home Language 2A Content: - Syntax - Sociolinguistics and Pragmatics Module outcomes: By the end of the module, students should be able to: - Demonstrate knowledge and understanding of isiZulu Home Language syntax. - Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore. - Create and evaluate poetry and folklore. - Create and evaluate poetry and folklore. - Create and evaluate poetry and solution. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination		
Title: IsiZulu Home Language 2A Content: - Syntax - Sociolinguistics and Pragmatics Module outcomes: By the end of the module, students should be able to: - Demonstrate knowledge and understanding of isiZulu Home Language syntax. - Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessment	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore. - Critically evaluate poetry and folklore. - Create and evaluate poetry and folklore. - Create of evaluate poetry and folklore. - Evaluate of evaluate poetry and folklore. - Seessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and		
Title: IsiZulu Home Language 2A Content: - Syntax - Sociolinguistics and Pragmatics Module outcomes: By the end of the module, students should be able to: - Demonstrate knowledge and understanding of isiZulu Home Language syntax. - Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative	Title: Content: - Poetry. - Folklore. - Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: - Demonstrate a knowledge and understanding of poetry and folklore. - Critically analyse and interpret poetry and folklore. - Create and evaluate poetry and folklore. - Create and evaluate poetry and folklore. - Create and evaluate poetry and solution. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination		

Module code:-	Semester1:	Semester2: ELEL212/3LEL212	NQF level: 6	
	ELEL211/3LEL211			
Title: Engli	sh First Additional Language 2A	Title: English First Language 2B	Additional	
Content:		Content:		
 Const though Applic and const 	age structures and conventions. ruction and communication of hts and ideas. ation of grammatical structures onventions.	 Analysis of written and visual texts. Analysis and interpretation of non-literary texts. Producing written texts. 		
Module out	icomes:	Module outcomes:		
Method of	delivery: Full Time	Method of delivery: Full Tin	ne	
coursework means	nt modes: This modules is (research which is assessed by of examinationFormative is 50% and summative assessment	Assessment modes: This modules is coursework/research which is assessed by means of examinationFormative assessments 50% and summative assessment 50%.		
Module code:-	Semester1: ESMA221/3SMA221	Semester2: ESMA222/3SMA222	NQF level: 6	
Title: Ma functions)	athematics 2A (Set, theory and	Title: Mathematics 2B (Vector, Algebra and Matrices)		
and subsets history of V	umber system and exercises, sets s, Algebra of sets, Assignment on enn diagrams Cartesian product of nerable sets, Set theory introduction unctions.	Content: Instructional meth lectures, group independent learning research/study projects	discussions,	
teachers, kr module emp	tcomes: To broaden pre-service howledge on the theory of sets. This bhasizes the mathematical theory of	Module outcomes: To develop students understanding of matrices and vectors algebra.		
	ntails formal methods of proof and blem solving techniques related to	Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.		
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination		
Module Semester1: ESNT211/3SNT211 code:-		Semester 2: NQF ESNT212/3SNT212		
Title: Natur	ral Science & Technology 2A	Title: Natural Science & Technology 2B		
Content:		Content:		
Brief descri	otion of subject	Brief description of subject		

(List concepts)	(List concepts)
(List concepts) 1. The Technological Process Investigation Designing Manufacturing Evaluating 2. Graphic communication and design Two-dimensional drawing 3. Structures Classification and purpose Strength, rigidity and stability Assembly Design of structures 4. Processing of materials Types of materials for manufacturing Processes of manufacturing Processes of materials for manufacturing Processes of materials for manufacturing Types of motion Function of mechanical systems and sub-systems Design of mechanical systems and sub-systems Design of mechanical systems Components of electrical circuits Control in electrical circuits Design of electrical circuits	 (List concepts) 1. Life processes in plants and animals Support and transport systems in plants Support systems in animals Transport systems in mammals 1. Energy transformations to support life Photosynthesis Animal nutrition 2. Energy transformations Respiration Gas exchange Excretion Reproduction in vertebrates Human reproduction Nervous system Senses Endocrine system 3. Diversity, Change and Continuity Biodiversity and classification History of life on earth Biodiversity – plants Reproduction – plants Biodiversity – plants Darwinism and Natural Selection Human evolution
	Population ecology5. Human impact on environment
Module outcomes:	Current crises Module outcomes:
Module outcomes:	Module outcomes:
On successful completion of the module,	On successful completion of the module,
students will be able to:	students will be able to:
 Demonstrate a knowledge and	 Demonstrate a knowledge and
understanding of the technological	understanding of the concepts
process as the basis for design in	related to life processes in plants
Technology	and animals
 Demonstrate a knowledge and	 Demonstrate a knowledge and
understanding of two-and-three	understanding of the concepts
dimensional drawing methods	related to Environmental Studies
 Demonstrate a knowledge and	and the human impact on the
understanding of structures in	environment
technology	– Apply a knowledge and
 Demonstrate a knowledge and	understanding of diversity,
understanding of processing materials	change and continuity to problem-
into products	solving activities.
 Demonstrate a knowledge and	 Design, plan and conduct
understanding of mechanical and	scientific investigations related to
electrical systems	anatomy and physiology

	wledge of technology esigning and solving				
problems					
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination			
code:-	ester1: EEBS211/3EBS211		ester2: E212/3EBE212	NQF level: 6	
Title: Basic Social Sciences and Life Skills		Title:	Basic EMS		
Content:		Cont	ent:		
Brief description of	subject	Brief	description of subject		
(List concepts)		(List o	concepts)		
 Disciplines of Methods of si Human devel The origin of Nature versus Aspects of hu Explanations Development From Stone A The Middle A Modern econ institutions Society, cultu The elements Factors causi Patterns, form The role of re Demography, Populat The communication Self-aw Communications Pecision Creative thinking Functions and Roles or 	scope of social science social sciences opment human beings s nurture iman development of behaviour of human civilization kge to Iron Age ges and the Renaissance omic, political and social re and cultural change is of culture ng cultural change ns and functions of family ligion in society Ecology and Society ion dynamics ological balance of ecology on society L Life Skills areness and empathy skills inication and interpersonal ship skills with emotions and stress n-making and problem skills	1. 2. - - 3. - 4. 5.	The Economic and Ma Sciences as a field of a The economy History of money Goods and services Production process Inequality and poverty Modern economic sys The market Financial literacy The role of Accounting Accounting concepts Income and expenditu The Accounting Equat The Accounting Equat The Accounting Syster Entrepreneurship - The entrepreneu - Starting a busine - Different types o businesses Teaching and learning in Economic and Mana Sciences.	tems re ion m r sss f u strategies	
	theories	Modu	ule outcomes:		

 Demonstrate a knowledge and understanding of social sciences and life skills. Explain the nature of human development. Trace the development of human civilization. Demonstrate knowledge and understanding of the inter-relationships between society and culture. Explain how population and natural environment interact and affect the ecology. Identify and use life skills to deal with challenges of life. Demonstrate a basic understanding of the functions and forms of government. 	 Demonstrate a knowledge and understanding of Economic and Management Sciences concepts. Demonstrate an integrative knowledge and understanding of economics, accounting and business studies. Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences. Apply strategies of teaching and assessing Economic and Management Sciences.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination
Module Semester1: EDST211/3DST211 code:-	Semester 2:
code:-	EDST212/3DST212
Title: Education Studies 2A	Title: Education Studies 2B
 Understanding child and adolescence development Theories of development Principles of development Early childhood development The context of early childhood development The context of early childhood development in early childhood Cognitive and language development in early childhood Social and emotional development in early childhood Middle childhood development The context of middle childhood development The context of middle childhood development Physical development in middle childhood Cognitive and language development in middle childhood Social and emotional development in middle childhood Social and emotional development in middle childhood Social and emotional development in middle childhood 	 Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Brain functions and learning Motivation and emotions Theories of learning Behavioural Social Cognitive Information Processing Constructivist Complex Cognitive learning processes. Metacognition and learning Concept learning Problem solving transfer of learning Motivation

O a sigl and a section of devial successful	 Goals, motives, and interest in 		
 Social and emotional development in adolescence 	motivation		
On successful completion of the module,	Module outcomes:		
students should be able to:	On successful completion of the		
 Demonstrate a knowledge and 	module, students should be able to		
understanding of childhood and			
adolescent development.	 Demonstrate a knowledge and 		
 Use critical thinking and problem solving skills in relation to the childhood and adolescent developmental issues that occur during professional practice 	understanding of the different learning theories and their implications for teaching and learning. – Demonstrate a knowledge and understanding of the Neuroscience of learning.		
	 Demonstrate knowledge and an integrative understanding of complex learning processes. 		
	 Analyse, compare and contrast types of motivation. 		
	 Critique and justify which theories are best suited for learners' individual needs. 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of assignments	Assessment modes: This module is assessed by means of assignments.		
Module Semester1: ELZL311/3LZL311 Code:	Semester2: NQF ELZL312/3LZL312 level: 6		
Title: IsiZulu Home Language Education 3A	Title: IsiZulu Home Language Education 3B		
	Content:		
Content:	Content:		
 Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Teaching and learning strategies in IsiZulu Home Language. Assessment strategies in IsiZulu Home Language. Learning and Teaching Support Materials in IsiZulu Home Language. 	 IsiZulu Home Language teaching and learning in school. Curriculum differentiation and adaptive teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Language. Develop pedagogical content knowledge in IsiZulu Home Language. ICT in IsiZulu Home Language. 		
 Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Teaching and learning strategies in IsiZulu Home Language. Assessment strategies in IsiZulu Home Language. Learning and Teaching Support 	 IsiZulu Home Language teaching and learning in school. Curriculum differentiation and adaptive teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Language. Develop pedagogical content knowledge in IsiZulu Home Language. 		
 Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Teaching and learning strategies in IsiZulu Home Language. Assessment strategies in IsiZulu Home Language. Learning and Teaching Support Materials in IsiZulu Home Language. 	 IsiZulu Home Language teaching and learning in school. Curriculum differentiation and adaptive teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Language. Develop pedagogical content knowledge in IsiZulu Home Language. ICT in IsiZulu Home Language. 		

 IsiZulu Home Language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language. Design appropriate lesson plans in IsiZulu Home Language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home Language. Design, appropriate assessment strategies in IsiZulu Home Language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 	 progress and achievement in IsiZulu Home Language. Use the results of assessment to improve the teaching and learning of IsiZulu Home Language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home Language. Demonstrate the competence needed to learn from available research in order to improve teaching in the IsiZulu Home Language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for the teaching of IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Method of delivery: Full Time 		
50% Module Semester1: ELEL311/3LEL311	Summative assessment 50%.		
Code	ELEL312/3LEL312 level: 6		
Title: English First Additional Language Education 3A	Title: English First Additional Language Education 3B		
Content:	Content:		
 Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. 	 English First Additional Language teaching and learning in school. Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. ICT in English First Additional Language. 		
Module outcomes:	Module outcomes:		

By the end of the module, students should be	By the end of the module, students			
able to:	should be able to:			
 Demonstrate a knowledge and understanding of the foundations of teaching and learning in English First Additional Language. Demonstrate a knowledge and understanding of the relevant policies in English First Additional Language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional Language. Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs Design appropriate assessment strategies in English First Additional Language. Design, select and adapt appropriate teaching and learning support materials for English First Additional Language. Demonstrate understanding of the use of ICT in facilitating English First Additional Language. 	 Use elementary statistical information to manage teaching, learning and assessment in English First Additional Language. Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional Language. Use the results of assessment to improve teaching and learning of English First Additional Language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional Language. Demonstrate competence to learn from available research in order to improve teaching in the English First Additional Language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for English First Additional Language teaching. Demonstrate understanding of the use of ICT in facilitating English First Additional Language. 			
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%			
Module Semester1: code:- ESMT311/ESMT311	Semester2: NQF ESMT312/ESMT312 level: 6			
Title: Mathematics Method	Title: Mathematics Method			
Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics	Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics			

Module outcomes: To demonstrate the understanding of the fields of knowledge which underpin Mathematics Method of delivery: Full Time Assessment modes: This module is assessed by means of Module code:- Semester1: ESNT311/3SNT311	Module outcomes: To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.Method of delivery: Full TimeAssessment modes: This module is assessed bySemester2: ESNT312/3SNT312NQF level: 6		
Title: Natural Science & Technology Education 3A	Title: Natural Science & Technology Education 3B		
 Content: Brief description of subject (List concepts) 1. Foundations of teaching and learning in Natural Science and Technology History of Natural Science and Technology teaching and learning 2. Natural Science and Technology policy documents Teaching and learning strategies in Natural Science and Technology Teaching and learning theories Teaching and learning strategies 3. assessment strategies in Natural Science and Technology Leason design in Natural Science and Technology 5. Learning and Teaching Support Materials in Natural Science and Technology Improvisation in Intermediate Phase science 6. Experiments, demonstrations and investigations in Natural Science and Technology 7. ICT in Natural Science and Technology	 Content: Brief description of subject (List concepts) 1. Natural Science and Technology teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Natural Science and Technology Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Natural Science and Technology Use existing research literature in Natural Science and Technology Use existing research literature in Natural Science and Technology Epistemology of Science and Technology Epistemology of Science Addressing alternative pre- and misconceptions 5. ICT in Natural Science and Technology 6. Experiments, demonstrations and investigations in Natural Science and Technology 		
Module outcomes:	Module outcomes:		
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:		
 Demonstrate a knowledge and understanding of the foundations of 	 Use elementary statistical information to manage teaching, 		

 teaching and learning in Natural Science and Technology. Demonstrate a knowledge and understanding of the relevant policies in Natural Science and Technology teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Science and Technology. Design appropriate lesson plans in Natural Science and Technology, taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Natural Science and Technology. Design, select and adapt appropriate teaching and learning support materials for Natural Science and Technology. Design, select and adapt appropriate teaching and learning support materials for Natural Science and Technology. Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology. Conduct experiments, demonstrations and investigations in Natural Science and Technology. 			 learning and assessment in Natural Science and Technology Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Science and Technology Use the results of assessment to improve teaching and learning of Natural Science and Technology Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Science and Technology Demonstrate the competence needed to learn from the available research in order to improve teaching in the Natural Science and Technology classroom and to enhance their own academic learning Develop content knowledge in Natural Science and Technology Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology Conduct experiments, demonstrations and investigations 				
				Technology Method of delivery: Full Time			
Met	hod of (deliverv: Full Time	Met	hod of deliverv: Full Ti	me		
		delivery: Full Time		-			
Ass	essmer	delivery: Full Time nt modes: This module is y means of examination	Ass	hod of delivery: Full Tin essment modes: This i essed by means of exan	module is		
Ass asse	essmer essed by	nt modes: This module is	Ass asse Sem	essment modes: This	module is		
Ass asse Mod code	essmer essed by lule e:-	nt modes: This module is y means of examination	Ass asse Sem EDS	essment modes: This is essed by means of exan	module is nination NQF level: 7		
Ass asse Moc code	essmer essed by lule e:-	nt modes: This module is y means of examination Semester1: EDST311/3DST311	Ass asse Sem EDS Title	essment modes: This is essed by means of exan nester2: ST312/3DST312	module is nination NQF level: 7		
Ass asse Moc code	essmer essed by lule e:- e: Educ itent: Admin admir mana	nt modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A nistration as it relates to school nistration and school gement.	Ass asse Sem EDS Title	essment modes: This is eased by means of exan nester2: 5T312/3DST312 e: Education Studies 3E ntent: Common law practices education Legislation impacting of education	nination NQF level: 7 s in		
Ass asse Moc code Title	essmer essed by lule e:- e: Educ tent: Admin mana Schoo	nt modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A nistration as it relates to school nistration and school	Ass asse Sem EDS Title Con	essment modes: This is eased by means of exan nester2: ST312/3DST312 e: Education Studies 3E ntent: Common law practices education Legislation impacting of education The Constitution of the	module is nination NQF level: 7 s in on e Republic		
Ass asse Moc code Title	essmer essed by lule e:- e: Educ itent: Admin mana Schoo Schoo	nt modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A nistration as it relates to school nistration and school gement. ol administration	Ass asse Sem EDS Title Con	essment modes: This i eased by means of exan nester2: ST312/3DST312 e: Education Studies 3E itent: Common law practice: education Legislation impacting of education The Constitution of the of South Africa, Act	NQF level: 7		
Ass asse Moc code Title	essmer essed by lule e:- e: Educ tent: Admin mana Schoo Schoo Schoo	nt modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A nistration as it relates to school nistration and school gement. ol administration of management	Ass asse Sem EDS Title Con - -	essment modes: This is eased by means of exan nester2: ST312/3DST312 e: Education Studies 3E itent: Common law practice: education Legislation impacting of education The Constitution of the of South Africa, Act 1 The South African Sct The Employment of Education	NQF level: 7		
Ass asse Moc cod Title Con 1.	essmer essed by lule e:- e: Educ tent: Admin admir mana Schoo Schoo Schoo Schoo	nt modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A nistration as it relates to school nistration and school gement. administration administration administration and effectiveness	Ass asse Sem EDS Title Con - - - - - - -	essment modes: This is eased by means of exan hester2: 5T312/3DST312 e: Education Studies 3E htent: Common law practices education Legislation impacting of education The Constitution of the of South Africa, Act 1 The South Africa, Act 1 The South Africa Sch The Employment of Exact Act The Labour Relations	NQF level: 7 s in e Republic 108 of 1996 nools Act ducators Act		
Ass asse Moc cod Title Con 1.	essmer essed by fule e:- e:: Educ ttent: Admin admir mana Schoo Schoo Schoo Schoo Schoo Schoo	t modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A nistration as it relates to school nistration and school gement. of administration of management of administration and effectiveness ation management theories	Ass asse Sem EDS Title Con - -	essment modes: This is eased by means of exan nester2: 5T312/3DST312 e: Education Studies 3E netent: Common law practices education Legislation impacting of education The Constitution of the of South Africa, Act 1 The South Africa Sch The Employment of Education	NQF level: 7 s in e Republic 108 of 1996 nools Act ducators Act		
Ass asse Moc cod Title Con 1.	essmer essed by lule e:- e: Educ tent: Admir mana Schoo Schoo Schoo Schoo Schoo Schoo Schoo Schoo Schoo Schoo	It modes: This module is y means of examination Semester1: EDST311/3DST311 ation Studies 3A inistration as it relates to school inistration and school gement. I administration I management I administration and effectiveness ation management theories gial management theories	Ass asse Sem EDS Title Con - - - - - - -	essment modes: This i essed by means of exan nester2: ST312/3DST312 e: Education Studies 3E itent: Common law practices education Legislation impacting of education The Constitution of the of South Africa, Act The South African Sch The Employment of Educations Legal foundations for st	NQF level: 7		

 generally and in the context of a changing South Africa. School leadership and management practice for the changing South African context School management teams Embracing alternative ways of managing and leading Management of resources 	 ✓ educator ✓ learner ✓ school 		
 Management of human resources Management of physical resources Financial resources 			
Module outcomes:	Module outcomes:		
On successful completion of the module, students should be able to:	On successful completion of the module, students will be able to:		
 Demonstrate knowledge of and insight into school administration and management. Apply a knowledge and understanding of educational management theories to solve school management problems. Demonstrate an understanding of the school administrative duties required for the effective management of learning environments. Demonstrate knowledge of the management theories which impact on educational practice. 	 Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies Analyse and critique court cases that impact on school practice 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of assignments	Assessment modes: This module is assessed by means of examination		

FED.12.2.4. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP1

INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE) – YEAR COURSES					
Module code:-	Year Level 1: EDSL100/3DSL100	NQF level: 5			
Title:					
1 Academic literacy					
Communicative competence Reading and writing for academic purposes Information literacy skills Planning as an important component of academic writing process 2 Computer Literacy					
Computing Fundan Key Applications Living online					
Module outcomes	: On successful completion of the module, students sho	ould be able to: -			
Demonstrate the us Use presentation sl Use information teo information	ic reading and writing skills acquired to their learning se of critical reading skills in the pursuit of their studies kills chnology to plan, administer, develop teaching resource eded to use computers in intermediate phase classes	s and collect			
Method of deliver					
Assessment mod examination.	les: This module is assessed by means of assignment	nents, tests and			
Module code:-	Year Level 1: ELZL400 3LZL400	NQF level: 5			
Title: IsiZulu Home	e Language Education 4				
Content: IsiZulu Home Language teaching and learning in school. Classroom research in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Curriculum policies in IsiZulu Home Language. Reflection on teaching and learning experiences in IsiZulu Home Language.					
Module outcomes					
By the end of the m	nodule, students should be able to:				
Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language. Demonstrate competence to use action research in IsiZulu Home Language. Reflect on teaching and learning experiences in IsiZulu Home Language. Critique curriculum policies in IsiZulu Home Language. Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.					
Method of deliver	y: Full Time				
	es: This modules is coursework/research which is ass ormative assessments 50% and summative assessment				

Module code:-	Year Level 4: ELEL400/3LEL400	NQF level: 7				
Title: English First	Additional Language Education 4					
Content:						
English First Additional Language teaching and learning in school. Classroom research in English First Additional Language. Advanced development of pedagogical content knowledge in English First Additional Language. Curriculum policies in English First Additional Language.						
Reflection on teach	Reflection on teaching and learning experiences in English First Additional Language					
Module outcomes	::					
By the end of the n	nodule, students should be able to:					
assessment process Demonstrate the of Language. Reflect on teaching Critique curriculum Demonstrate comp English practice.	atistical information to critically reflect on teaching, learn sees in English First Additional Language. competence needed to use action research in English g and learning experiences in English First Additional La policies for English First Additional Language. petence to link epistemology in English First Additional	n First Additional anguage.				
Method of deliver	y: Full Time					
	es: This modules is coursework/research which is ass ormative assessments 50% and summative assessment					
Module code:-	Year Level 4: ESMT400/3SMA400	NQF level: 7				
Title: MATHEMAT	TICS EDUCATION 4					
Use elementary sta assessment proces Classroom resear	hing and learning in school atistical information to critically reflect on their teaching, sses and address complex problems applying evidence					
gather and process validate sources of address complex p arguments Advanced develop Link the epistemolo Addressing alterna Curriculum polici Critique curriculum	h in Mathematics to: s information	-driven				
gather and process validate sources of address complex p arguments Advanced develop Link the epistemolo Addressing alterna Curriculum polici Critique curriculum	th in Mathematics to: s information information roblems applying evidence-based solutions and theory pment of pedagogical content knowledge in Mather bgy of Mathematics with Mathematics practice tive pre- and misconceptions es in Mathematics policies in Mathematics aching and learning experiences in Mathematics	-driven				
gather and process validate sources of address complex p arguments Advanced develop Link the epistemold Addressing alterna Curriculum polici Critique curriculum 5. Reflection on tea Module outcomes	th in Mathematics to: s information information roblems applying evidence-based solutions and theory pment of pedagogical content knowledge in Mather bgy of Mathematics with Mathematics practice tive pre- and misconceptions es in Mathematics policies in Mathematics aching and learning experiences in Mathematics	-driven				

Critique curriculum policies in Mathematics Demonstrate the competence needed to link the epistemology of Mathematics to Mathematics practice. Method of delivery: Full Time Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques). Tutorials: individual groups of 30 or less Syndicate groups. Practical workplace experience (experiential learning/work-based learning etc.) Other (specify): Tests and Examination Module code:-Year Level 4: ESNT400/ 3SNT400 NQF level: 7 Title: Natural Science & Technology Education 4 Content: Natural Science and Technology teaching and learning in school Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions Classroom research in Natural Science and Technology Use Action research in Natural Science and Technology to: gather and process information validate sources of information address complex problems applying evidence based solutions and theory driven arguments Advanced development of pedagogical content knowledge in Natural Science and Technology Link epistemology of science with science practices Addressing alternative pre- and misconceptions Curriculum policies in Natural Science and Technology Critique curriculum policies in Natural Science and Technology Reflection on teaching and learning experiences in Natural Science and Technology Experiments, demonstrations and investigations in Natural Science and Technology Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Natural Science and Technology Demonstrate the competence needed to use action research in Natural Science and Technology teaching Reflect on teaching and learning experiences in Natural Science and Technology Critique curriculum policies in Natural Science and Technology Demonstrate competence to link the epistemology of science with science practices Conduct experiments, demonstrations and investigations in Natural Science and Technology Method of delivery: Full Time Assessment modes: This module is assessed by means of examination..... Year Level 4: ELCL400/3LCL400 NQF level: 5 Module code:-

Title: Conversational Language for Teachers - Afrikaans
Content:
Basic functional use of Afrikaans. Listening in Afrikaans. Basic reading in Afrikaans. Basic written text in Afrikaans.
Module outcomes:
By the end of the module, students should be able to:
Demonstrate functional use of basic Afrikaans
Listen and respond to multi modal texts in Afrikaans
Read and view various texts in Afrikaans
Write basic texts in Afrikaans
Method of delivery: Full Time
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%
Module code:- Year Level 4: ELCL400/3LCL400 NQF level: 5
Title: Conversational Language for Teachers - Sesotho
Content:
Greetings, friendly exchange and farewell. Home and family: Poems and songs.
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes. Module outcomes:
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes.
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes. Module outcomes:
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes. Module outcomes: By the end of the module, students should be able to:
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes. Module outcomes: By the end of the module, students should be able to: Demonstrate functional use of basic Sesotho.
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes. Module outcomes: By the end of the module, students should be able to: Demonstrate functional use of basic Sesotho. Listen and respond to multi modal texts in Sesotho. Read and review various texts in Sesotho. Write basic texts in Sesotho.
School and university: Contrasts in town and country life. Respect: Basic values for royal family. Radio and television programmes. Module outcomes: By the end of the module, students should be able to: Demonstrate functional use of basic Sesotho. Listen and respond to multi modal texts in Sesotho. Read and review various texts in Sesotho.

FED.12.3. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING – E/3BDIP2

FED.12.3.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE /CO REQUISITES.

B. Ed in	intermediate	Phase Teaching: L	.anguage	and Hu	manities
Old Codes	New Codes	Descriptive name	Credits	NQF	Pre/Co
2019 and	2019 and			Level	requisites
ELZL111	3LZL111	lsiZulu Language 1A	8	5	NONE
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE
ELEL111	3LEL111	English Language	8	5	NONE
ELEL112	3EL112	English Language	8	6	NONE
EESS111	3ESS111	Social Sciences 1A	8	5	NONE
EESS112	3ESS112	Social Sciences 1B	8	6	NONE
EPPS111	3PPS111	Life Skills 1A	8	5	NONE
EPPS112	3PPS112	Life Skills 1B	8	6	NONE
EDST111	3DST111	Education Studies	12	5	NONE
EDST112	3DST112	Education Studies	12	6	NONE
EGEP111	3GEP111	General Pedagogy	12	5	NONE
EGEP112	3GEP112	General Pedagogy	12	6	NONE
EDSL100	3DSL100	Academic skills for	8	5	NONE
ELZL211	3LZL211	IsiZulu Language 2A	8	6	NONE
ELZL212	3LZL212	IsiZulu Language 2A	8	6	NONE
ELEL211	3LEL211	English Language	8	6	NONE
ELEL212	3LEL212	English Language	8	6	NONE
EESS211	3ESS211	Social Sciences 2A	8	6	NONE
EESS212	3ESS212	Social Sciences 2B	8	6	NONE
EPPS211	3PPS211	Life Skills 2A	8	6	NONE
EPPS212	3PPS212	Life Skills 2B	8	6	NONE
ESBM211	3SBM211	Basic Mathematics	8	5	NONE
EEBE212	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies	12	7	NONE
EDST212	3DST212	Education Studies	12	7	NONE
EGEP211	3GEP211	General Pedagogy	12	6	NONE
EGEP212	3GEP212	General Pedagogy	12	6	NONE
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	ELZL111 3LZL111
					ELEL111
					3LEL111
					EESS111
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	ELZL112
					3LZL112
					EPPS112
					3PPS112
			ļ	l	ELEL112

ELEL311	3LEL311	English Language	8	6	EESS111
		Education 3A			3ESS111
					ELZL111
					3LZL111
ELEL312	3LEL312	English Language	8	6	ELEL111 ELZL112
		Education 3B	-		3LZL112
					EPPS112
					_
					3PPS112
EESS311	3ESS311	Social Sciences	8	6	FL FL 112 ELZL111
		Education 3A			3LZL111
					ELEL111
					3LEL111
EESS312	3ESS312	Social Sciences	8	6	ELZL112
		Education 3B			3LZL112
					EPPS112
					3PPS112
					5005112
EPPS311	3PPS311	Life Skills Education	8	6	ELZL111
		3A			3LZL111
					ELEL111
					3LEL111
					EE88111
EPPS312	3PPS312	Life Skills Education 3B	8	6	ELZL112
		36			3LZL112
					EPPS112
					3PPS112
					EL EL 112
EDST311	3DST311	Education Studies	12	7	NONE
EDST312	3DST312	Education Studies	12	7	NONE
ELZL400	3LZL400	IsiZulu Language Education 4	16	7	ELZL211
ELEL400	3LEL400	English Language	16	7	3LZL211 ELEL211
	5222400	Education 4		<u> </u>	
EESS400	3ESS400	Social Sciences Education 4	16	7	EESS211
EPPS400	3PPS400	Life Skills Education	16	7	EPPS211
ELCL400	3LCL400	Conversational	8	5	NONE
EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	EPTE100
					3PTE100

EPTE300	3PTE300	Teaching Practice 3	24	6	EPTE200
					3PTE200
					ELZL212
					3LZL212
					ELEL212
					3LEL212
					EPPS212
					3PPS212
EPTE400	3PTE400	Teaching Practice 4	48	7	EPTE300
					3PTE300
					ELZL211
					3LZL211
					ELEL211
					3LEL211
					EPPS211
					3PPS211
					EDST211

FED.12.3.1.

QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES). QUAL. CODE: E/3BDIP2

Year Level 1				Year level 2				Year level 3				Year level 4			
First semeste	er			First semest	er			First semest	er			First semest	er		
Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New	Core/	Ci
2019 and before	2019 and after	Ancillary/ Elective		2019 and before	2019 and after	Ancillary/ Elective		2019 and before	2019 and after	Ancillary/ Elective		2019 and before	Codes 2019	Ancillary/ Elective	
ELZL111	3LZL111	С	08	ELZL211	3LZL211	С	08	ELZL311	3LZL311	С	08				
ELEL111	3LEL111	С	08	ELEL211	3LEL211	С	08	ELEL311	3LEL311	С	08				
EESS111	3ESS111	С	08	EESS211	3ESS211	С	08	EESS311	3ESS311	С	08				
EPPS111	3PPS111	С	08	EPPS211	3PPS211	С	08	EPPS311	3PPS311	С	08				
EDST111	3DST111	С	12	ESBM211	3SBM211	С	08	EDST311	3DST311	С	12	/			
EGEP111	3GEP111	С	12	EDST211	3DST211	С	12								
				EGEP211	3GEP211	С	12								
Total 1st semester			56	Total 1st semester			64	Total 1st semester			44	Total 1st semester			
Year Level 1			Year level 2			Year level 3			Year level 4						
Second seme	ster			Second semester			Second sem	ester			Second semester				
Old Module	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr
ELZL112	3LZL112	С	08	ELZL212	3LZL212	С	08	ELZL312	3LZL312	С	08				
ELEL112	3EL112	С	08	ELEL212	3LEL212	С	08	ELEL312	3LEL312	С	08				
EESS112	3ESS112	С	08	EESS212	3ESS212	С	08	EESS312	3ESS312	С	08				1
EPPS112	3PPS112	С	08	EPPS212	3PPS212	С	08	EPPS312	3PPS312	С	08				
EDST112	3DST112	С	12	EEBE212	3EBE212	С	08	EDST312	3DST312	С	12				1
EGEP112	3GEP112	С	12	EDST212	3DST212	С	12								
				EGEP212	3GEP212	С	12								
Total 2 nd			56	Total 2 nd			64	Total 2 nd			44	Tatal 2nd			
Semester Year Modules	<u> </u>			semester				semester				semester			
real mounes	•														
Year Level 1				Year level 2				Year level 3				Year level 4			
EDSL100	3DSL100	С	08	EPTE200	3PTE200	С	16	EPTE300	3PTE300	С	24	ELZL400	3LZL4	С	16
EPTE100	3PTE100	С	08			İ				İ		ELEL400	3LEL	С	16
	1											EESS400	3ESS	С	16
	1											EPPS400	3PPS	С	16
												ELCT400	3LCL	С	08
												EPTE400	3PTE	С	48
Total Year level credit			16	Total Year Level			16	Total Year Level			24	Total Year Level			120
Overall Total year level 1			128	Overall Total year level 2			144	Overall Total year level 3			112	Overall Total year level 4			120
	s for the cu	riculum				•	•							•	504

Students registered for EPTE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.12.3.2. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP2

INTERMEDIATE PHASE TEACHING COURSES	(LANGUAG	ES AND HUMANITIES) - 1	SEMESTER	
Module Semester1: code:- ELZL111/3LZL111	NQF level: 5	Semester2: ELZL112/3LZL112	NQF level: 6	
Title: IsiZulu Language 1A (IP)		Title: IsiZulu Language 1B		
Content:		Content:		
Phonetics.		Literary theories and prose, drama and media		
Phonology. Morphology.		Literary analysis of prose media texts.	, drama and	
Lexicology.	Creation of prose, drama texts.	a and media		
Semantics.				
Semiotics.				
Module outcomes:		Module outcomes:		
By the end of the module, students shouto:	By the end of the modu should be able to:	le, students		
Demonstrate basic understanding of Home Language linguistics.	Demonstrate integrative understanding of literary theories and the criticism of prose, drama and			
Apply isiZulu Home Language linguist texts.	ic skills in	media.		
		Critically analyse and inte drama and media texts.	erpret prose,	
	Create and evaluate literary and media texts.	meaningful		
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This modules is by means of examination assessments 50% and summative as 50%.	Formative	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.		
Module Semester1: code:- ELEL111/3LEL111	NQF level: 5	Semester2: ELEL112/3LEL112	NQF level: 6	
Title: English Language 1A (IP)		Title: English Language	1B	
Content:		Content:		
Language categories: (verbal and r language).	non-verbal	Differentiate between vari	0	
Introduction to linguistic concepts.		Demonstrate the skills analyse various genres.		
Introduction to discourse competence.				

			Analyse, interpret and den non-literary texts.	sign various	
Module outcor	nes:		Module outcomes:		
	he module, students shou	ld be able	By the end of the module, students should be able to:		
Demonstrate language cate	knowledge and understa gories.	Text genres: Literary and Non- literary texts.			
	an understanding of the		Analysing literature genres.		
communication		Analysis of non-literary texts: written and/or visual			
Demonstrate competence grammatical re contexts.	language and gra by applying langua ules and analytical skills	Analysis of literary texts.			
Demonstrate o skills.	discourse competence in				
Method of deli	very: Full Time	Method of delivery: Full Ti	me		
means of exar	modes: This mo search which is asso nination Formative ass native assessment 50%.	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%			
Module code:-	Semester1: EESS111/3ESS111	NQF level: 5	Semester 2: EESS112/3ESS112	NQF level:6	
Title: Social S	Sciences A		Title: Social Sciences B		
Content:			Content:		
Social Science	es as a subject.		Physical Geography.		
	a component of Social S		Physical Features and landscape of South Africa.		
Global Popula Map work skill	tion growth and distributions	on.	Weather climate and vegetation of		
History as a co	omponent of Social Scien	се	South Africa Resources in South Africa		
		Map work			
		British colonialism in South Africa			
			British colonialism in Sout	h Africa	
			British colonialism in Sout South Africa Kingdom	h Africa	
				h Africa	

By the end of the module, students should be equipped with: -By the end of the module, students should be equipped with: -Demonstrate a basic understanding of Social Science as a subject.By the end of the module, students should be equipped with: -Demonstrate a basic understanding of Social population growth and distributionDemonstrate an understanding of Map work skills Chronicle Palaeolithic Ages in South AfricaDemonstrate an understanding of population growth and understanding of Social and socio-economic landscape in South AfricaDemonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South AfricaDemonstrate an understanding of process of interaction of different racial groups in South Africa.Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledgeMethod of delivery: Full TimeMethod of delivery: Full TimeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of Tests, Assignments, Presentations and ExaminationsNQF EPPS111/3PPS111Module code:-Semester1: EPPS111/3PPS111NQF Ievel: 5Semester2: EPPS112/3PPS112NQF Ievel: 6Title: LIFE SKILLS 1A (Social and personal development)Title: LIFE SKILLS 1B (Physical Education)Title: LIFE SKILLS 1B (Physical Education)
Science as a subject.physical GeographyDemonstrate a basic understanding of basic History and Geography conceptsDemonstrate an understanding of Map work.Demonstrate a basic understanding of global population growth and distributionDemonstrate an understanding of the impact of British Colonialism on the political and socio-economic landscape in South AfricaDemonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South AfricaDemonstrate an understanding of opulation growth AfricaDemonstrate a basic understanding of early inhabitants and European settlement in South AfricaDemonstrate an understanding of process of interaction of different racial groups in South Africa.Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledgeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of Tests, Assignments, Presentations and ExaminationsAssessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations.NQF EPPS111/3PPS111Semester2: EPPS112/3PPS112NQF level: 6Module code:-Semester1: EPPS111/3PPS111NQF level: 5Semester2: EPPS112/3PPS112NQF level: 6
History and Geography conceptsinterpretation of Map work.Demonstrate a basic understanding of global population growth and distributionDemonstrate a understanding of the impact of British Colonialism on the political and socio-economic landscape in South AfricaDemonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South AfricaDemonstrate an understanding of process of interaction of different racial groups in South Africa.Demonstrate a basic knowledge and understanding of early inhabitants and European settlement in South AfricaDemonstrate an understanding of process of interaction of different racial groups in South Africa.Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledgeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of Tests, Assignments, Presentations and ExaminationsAssessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations.Module code:-Semester1: EPPS111/3PPS111NQF level: 5Semester2: EPPS112/3PPS112NQF level: 6Title: LIFE SKILLS 1A (Social and personal development)Title: LIFE SKILLS 1B (Physical Education)Herei tert
population growth and distributionimpact of British Colonialism on the politicalDemonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South Africaimpact of British Colonialism on the politicalDemonstrate a basic knowledge and understanding of early inhabitants and European settlement in South AfricaDemonstrate an understanding of process of interaction of different racial groups in South Africa.Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledgeDemonstrate an understanding of the development of South Africa.Method of delivery: Full TimeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of Tests, Assignments, Presentations and ExaminationsSemester1: EPPS111/3PPS111NQF level: 5Module code:-Semester1: EPPS111/3PPS111NQF level: 5Semester2: EPPS112/3PPS112NQF level: 6Title: LIFE SKILLS 1A (Social and personal development)Title: LIFE SKILLS 1B (Physical Education)Title: LIFE SKILLS 1B (Physical Education)
Demonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South Africa Iandscape in South Africa Demonstrate a basic knowledge and understanding of early inhabitants and European settlement in South Africa Demonstrate an understanding of different racial groups in South Africa. Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge Demonstrate an understanding of the development of South Africa Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations. Module code:- Semester1: EPPS111/3PPS111 NQF level: 5 Semester2: EPPS112/3PPS112 NQF level: 6 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education) Title: LIFE SKILLS 1B (Physical Education)
Demonstrate a basic knowledge and erstanding of early inhabitants and European settlement in South Africa process of interaction of different racial groups in South Africa. Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge Demonstrate an understanding of the development of South African Kingdom. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations. Module code:- Semester1: EPPS111/3PPS111 NQF level: 5 Semester2: PPS112/3PPS112 NQF level: 6 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education) Title: LIFE SKILLS 1B (Physical Education)
Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge development of South African Kingdom. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations. Module code:- Semester1: EPPS111/3PPS111 NQF level: 5 Semester2: EPPS112/3PPS112 NQF level: 6 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education) Title: LIFE SKILLS 1B (Physical Education)
Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Assessment modes: This module is assessed by means of Tis module is assessed by means of Tests, Assignments, Presentations and Examinations. Module code:- Semester1: EPPS111/3PPS111 NQF level: 5 Semester2: EPPS112/3PPS112 NQF level: 6 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education) Title: LIFE SKILLS 1B (Physical Education)
means of Tests, Assignments, Presentations and Examinations assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations. Module code:- Semester1: EPPS111/3PPS111 NQF level: 5 Semester2: EPPS112/3PPS112 NQF level: 6 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education) Title: LIFE SKILLS 1B (Physical Education)
code:- EPPS111/3PPS111 level: 5 EPPS112/3PPS112 level: 6 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education) Physical Education
EPPS111/3PPS111 Title: LIFE SKILLS 1A (Social and personal development) Title: LIFE SKILLS 1B (Physical Education)
development) Education)
Content: Content:
Personal growth and development Physical education
Aspects of development The value of physical education
Self-awareness Movements concepts (spatial awareness, body awareness and qualitative awareness)
Self-confidence Fundamental skills (loco-motor, non-
Coping with the challenges of development loco-motor and manipulative)
Human relationships Educational gymnastics
Coping with the challenges of development
Coping with the challenges of development Human relationships Building and maintaining relationships Rolls; jumping; balances; transfer of
Coping with the challenges of development Human relationships Building and maintaining relationships Developing potentials and self-identity
Coping with the challenges of developmentEducational gymnasticsHuman relationshipsEducational gymnasticsBuilding and maintaining relationshipsRolls; jumping; balances; transfer of weights; and vaultsDeveloping potentials and self-identityGamesCoping with peer pressure and competitionTerritorial games; Net/Wall games; Line games
Coping with the challenges of developmentEducational gymnasticsHuman relationshipsEducational gymnasticsBuilding and maintaining relationshipsRolls; jumping; balances; transfer of weights; and vaultsDeveloping potentials and self-identityGamesCoping with peer pressure and competitionTerritorial games; Net/Wall games;

Enhancement of family life	Swimming
Harmonious family relationships	Recognized strokes
Culture and diversity	Water safety
Economic and social class differences	Water confidence
Cultural differences	Swimming survival techniques
Ethnicity and race	Health and physical fitness
Gender issues	Healthy lifestyle
Moral values and citizenship	Components of fitness
Core values of citizens	Physical fitness tests
Rights and responsibilities	Nutrition
Political systems	Body composition
Consciousness of global citizenship.	The relationship between physical activity and body composition
	Methods used to assess body mass index
	Health risks associated with obesity
	Health risks associated with being underweight
	Ways to be active
	Safe stretching and warm-up techniques
	Skill development activities
	Skill practice in minor games
	Dance and movement with high levels of participation
	The effects of physical activity
Module outcomes:	Module outcomes:
On completion of this module students will be able to:	On successful completion of this module, students will be able to:
Demonstrate knowledge and understanding of personal growth and development	Demonstrate a knowledge and understanding of physical education
Demonstrate the skills needed to initiate and maintain human relationships	concepts Apply physical education concepts to
Demonstrate an understanding of the different forms of family structures	the execution and teaching of various skills
Demonstrate and understanding and appreciation of human values and attitudes	Confidently use the acquired concepts to engage in the successful application of physical education skills
Demonstrate a knowledge and understanding of culture and diversity	Design a safe and appropriate healthy lifestyle management programme

	a knowledge and underst and citizenship.	incorporating elements of physical activity and nutrition			
Method of de	livery: Full Time	Method of delivery: Full Time			
Assessment m means of	nodes: This module is as	Assessment modes: This module is assessed by means of			
Module code:-	Semester1: EDST111/3DST111	NQF level: 5	Semester2: EDST112/3DST112	NQF level: 6	
Title: Educat	ion Studies 1A	Title: Education Studies	s 1B		
Content:		Content			
1: Conceptions	s of education		Sociological Theories in Education		
Sociological u	nderstanding of educatior	ı	Functionalism		
Institutional un	derstanding of education		Conflict theory		
Enlightenment	t period of understanding	education	Symbolic Interactionism		
	values in education	Sociology of Education in school practice			
The nature of ethical thinking, conceptual analysis, and the evaluation of arguments			Ecology of the school		
Morality, etiquette and law			The role of the school in society		
Cultural relativ	rism	Diversity in education			
Morality and re	eligion	Culture			
Personal relati	ivism and existentialism		Race		
Utilitarianism			Gender		
Moral Rights			Socialisation		
3: History of e	ducation		Stratification		
History of educ	cation		Norms and Values		
Historiography	of South African education	on	Status and role		
Influence of ea	conomic, social and politi	cal trends	Citizenship education		
	provisioning during the	period of	Ancient and modern concepts of citizenship		
Christian Natio			History of South African citizenship		
	on Act of 1953		Future of citizenship e South African schools	ducation in	
	cation for whites, Indian	is, blacks			
	Bantu Education				
June 1976 Sov	weto uprisings				
The De Lange	1 0				
90					

People's education				
5: Post – apartheid education				
Single national education department				
Principles of a new educational dis (democratisation, desegregation, educational opportunities)	pensation equal			
Outcomes-based education				
National curriculum statement				
Curriculum and assessment policy state	ement.			
Module outcomes:		Module outcomes:		
		On successful complet module, students should l		
		Demonstrate a knowledge and understanding of sociological theories of education.		
	Demonstrate an understanding of the sociology of education in school practice.			
	Demonstrate an understanding of diversity in education.			
	Demonstrate an understanding of the trends in citizenship education.			
	Critically analyse the relationship between education and society to make informed decisions.			
Method of delivery: Full Time		Method of delivery: Full	Time	
Assessment modes: This module is ass means of assignments	sessed by	Assessment modes: This module is assessed by means of assignments		
Module Semester1: code:- EGEP211/3GEP211	NQF level: 6	Semester2: EGEP212/3GEP212	NQF level: 6	
Title: General Pedagogy 2A		Title: General Pedagog	y 2B	
Content:		Content:		
A framework for understanding incl	usion for	Foundations of teaching and learning		
South African school communities What is inclusion?	South African school communities What is inclusion?			
Changing paradigms		Principles underpinning th teaching and learning	e process of	
Inclusion in the South African context Barriers to learning.		Approaches to knowledge		
Types of barriers		and models for quality teaching The learner and the learning process		

Current school reforms and addressing barriers to student learning	Important factors a teacher should know about the learner		
Identification and assessment of learners with barriers to learning.	Perspectives on learning process and learning styles		
Purpose of assessment	Teaching and learning strategies		
Assessment strategies	Cooperative teaching and learning		
Learning support	strategies		
Learning support in South Africa	Problem-based teaching and learning strategies		
Principles of Universal Design for Learning (UDL)	Expository teaching and learning		
Differentiated instructional strategies	strategies		
Designing a learner support programme.	Indirect teaching and learning strategies		
Collaboration	Education Technologies (Teaching Medias)		
Collaboration	Orientation into assessment		
Collaboration with teachers, families, education	-		
Professional development portfolio	Understanding key issues in assessment		
support services, and community members.	Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories)		
	Purposes, procedures in continuous assessment		
	Organising, planning and designing activities for baseline assessment		
	Understanding formative assessment and its implication for teachers in practice		
	Diagnostic assessment and its value in effective teaching and learning		
	Understanding summative assessment		
	Assessment grading models		
	Implication of assessment on teachers' professionalism and responsibilities		
	Programming models		
	Management of assessment of assessment in schools		
	Marking and grading		
	Recording and filing		
	Reporting learners' performance		

Module outcor	nes:		Module outcomes:		
On successful should be able	completion of the module e to	e, students	On successful completion of the module, students should be able to		
	a knowledge and underst implications of inclusion communities		Demonstrate a knowled understanding of the various of teaching and their appl	s methods lication in	
Identify and assess learners with various barriers to learning			their teaching and learning of Critically evaluate learn	ing and	
Design effection	ve differentiated teaching ent tasks	teaching activities against the knowledge acquired on principles and approaches to teaching and learning			
the principles	a knowledge and underst of Universal Design for ort the learning of all stud	Demonstrate a knowled understanding of the pu various learning styles in a	rpose of		
differentiated	a knowledge and underst instructional strategies to lusive classrooms		diverse learning needs Demonstrate a knowledge and understanding of the various concepts		
working with	the collaborative skills n peer professionals, sup community members	and contexts in assessment Demonstrate the ability to produce assessment plans and activities			
Demonstrate a knowledge and understanding of preparing a professional development portfolio					
Method of de	livery: Full Time		Method of delivery: Full Ti	me	
Assessment m means of exar	nodes: This module is as nination	sessed by	Assessment modes: This r assessed by mean examination		
Module code:-	Semester1: ELZL211/3LZL211	NQF level: 6		NQF evel: 6	
Title: IsiZulu	Home Language 2A		Title:		
Content:			Content:		
Syntax			Poetry.		
Sociolinguistic	s and Pragmatics		Folklore.		
		Critical analysis and interpretation of poetry and folklore.			
Module outcor	nes:		Module outcomes:		
By the end of t to:	he module, students shou	ld be able	By the end of the module, should be able to:	students	
Demonstrate		onding of			

Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.			Critically analyse and interpret poetry and folklore. Create and evaluate poetry and folklore.			
Method of de	livery: Full Time		Method of delivery: Full	Time		
means of exar			Assessment modes: This coursework/research assessed by means of ex Formative assessments summative assessment 5	which is amination… 50% and		
Module code:-	Semester1: ELEL211/3LEL211	NQF level: 6	Semester2: ELEL212/3LEL212	NQF level: 6		
Title: English	First Additional Langua	age 2A	Title: English First Additional Language 2B			
Content:			Content:			
Language structures and conventions.			Analysis of written and visual texts.			
Construction and communication of thoughts and ideas.			Analysis and interpretation of non- literary texts.			
Application of grammatical structures and conventions.			Producing written texts.			
Module outcomes:			Module outcomes:			
By the end of t to:	he module, students shou	By the end of the modu should be able to:	le, students			
			Analyse written and visual	I texts.		
		Analyse and interpret non-literary texts.				
		Produce coherent written texts in English.				
Method of de	livery: Full Time		Method of delivery: Full Time			
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.			Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%			
Module code:-	Semester1: EESS211/3ESS211	NQF level: 6	Semester2: EESS212/3ESS212	NQF level: 6		
Title: Social	Sciences 2A (History)		Title: Social Scier (Geography)	nces 2B		
Content:			Content:			
Early Southerr	n African Kingdoms		Human Geography			
Pr-post-indepe	endence periods of Africa	n States.	Climatology			

South African	history		Geomorphology		
Courry anoun	liotory		Water resources manage	ment	
			trater resources manage	mont	
Module outcor	nes:		Module outcomes:		
By the end of able to:	of the module, students s	should be	By the end of the modu should be able to:	ile, students	
Southern Afric	C C		Demonstrate a knowledge understanding of human and phy geography		
political and se	an integrative understa ocial-economic dispensati pendence periods of Afric	Evaluate the impact of growth and distribution or sustainable development	n health and		
		Analyse the influence environment and development in African	of urban economic		
		Demonstrate understanding of clima geomorphology	integrative atology and		
		Interpret weather patterna climatic weather condition			
		Embrace responsibility for water resources utilisation in South Africa			
		Appreciate the challenges of water resources management in South Africa			
Method of de	livery: Full Time		Method of delivery: Full Time		
means of This	nodes: This module is as: module is assessed by ignments, Presentation	Assessment modes: This assessed by means of Th assessed by means Assignments, Presenta Examinations	is module is of Tests,		
Module code:-	Semester1: EESE211/3ES211	NQF level: 6	Semester2: EESE212/3ESE212	NQF level: 6	
Title: Econo 2A	mic and Management	sciences	Title: Economic and M Sciences 2B	lanagement	
Content:			Content:		
Accounting eq	uation	Partnership			
Value Added		Sole Trader AFS (profit income statement and Ba			
Salaries and v	0		GAAP principles		
Non-Current A Year-end adju			Cash transactions a reconciliation	and Bank	
			Credit transactions		
L					

Module outco	omes:	Module outcomes:			
By the end on equipped with	of the module, students s	By the end of the module, students should be equipped with:			
Method of de	livery: Full Time	Method of delivery: Full	Time		
means of This	nodes: This module is ass module is assessed by ignments, Presentation	Assessment modes: This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations			
Module code:-	Semester1: EPPS211/3PPS211	NQF level: 6	Semester2: EPPS212/3PPS212	NQF level: 6	
Title: LIFE SP	KILLS 2A (Health Educat	tion)	Title: Life Skills 2B (Crea	ative Arts)	
Content:			Content:		
1. Health pron	notion		1. Creative Art forms		
the evolution of	of health education		Historical background of art forms	the creative	
	on versus health promotic	on	Elements and principles of creative art		
	e school health		forms		
2.Physical hea			Creative arts genres		
growth and he			2.Visual Arts		
nutrition and g			Developing visual literacy		
•	nd hygiene habits		Creating 2-dimensional te	chniques	
vision and ora			Creating 3-dimensional te	chniques	
infectious dise	ases		The art world		
chronic diseas	ses		3.Drama		
3. Emotional a	and psychological health		Purpose of drama		
the importance	e of mental health		The actor's instrument		
management	and control of emotions		Drama in performance		
stress manage	ement		Drama production		
self-esteem			4.Music		
conflict manag	gement		Notation		
managing pee	er influence		Major music categories		
development of	of good human relationshi	ps	Types of songs/music		
4. Body syster	ns		Music conducting techniq	ues	
skeletal and m	nuscular systems		5. Dance		
digestive syste	em		Dance theory and principl	es	
nervous syste	m		Dance composition		

endocrine system	Dance performance
respiratory system	
circulatory system	
5. Sexuality education	
purpose and implications of sexuality education	
guidelines for comprehensive sexuality education	
family living and sexuality education	
relationships and pregnancy	
child abuse	
6. Substance use and abuse	
alcohol use and abuse	
cigarette smoking	
drug use and abuse	
medication abuse	
7. Environmental health	
safety first (preventing accidents)	
safe from illness and diseases (germs and diseases)	
pollution (water pollution; air pollution)	
waste management	
Module outcomes:	Module outcomes:
On successful completion of this module, students will be able to:	On completion of the module, students will be able to:
Demonstrate an understanding of the concepts related to health promotion and disease prevention	Demonstrate a knowledge and understanding of the various Creative Art disciplines
Analyse the influence of family, peers, culture,	Apply a variety of skills in creative arts
media, technology and other factors on health behaviours	Demonstrate creativity in a variety of different art forms
Search and access valid health information, and health-promoting products, and services	Value and appreciate their own and others' artistic processes and/or
Practice health-enhancing behaviours and reduce health-related risks	products.
Advocate for personal, family, and environmental health.	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of	Assessment modes: This module is assessed by

Module code:-	Semester1: ESBM211/3SBM211	NQF level: 5	Semester2: EEBE212/3EBE212	NQF level: 5
Title: Basic M	lathematics		Title: Basic EMS	
Content:			Content:	
Measurements			The Economic and M Sciences as a field of stud	
Conversion of			The economy	
Perimeter, are			History of money	
Two and three	dimensional figures		Goods and services	
Basic Financia	al literacy		Production process	
Cost price and	l selling price		Inequality and poverty	
Profit margins			Modern economic system	s
Taxation			The market	0
Currency fluct	uations		Financial literacy	
Financial and	other indices		The role of Accounting	
Simple and co	mpound growth		Accounting concepts	
Budgeting			Income and expenditure	
Bond repayme	ents			
Inflation			The Accounting Equation	
Investments a	nd loans		The Accounting system	
Exchange rate	s		Entrepreneurship	
Data			The entrepreneur	
Pictographs ar	nd circle graphs		Starting a business	
Stem and leaf	plots		Different types of busines	
Scatter plots				anagement
Histograms an	d frequency polygons		Sciences.	
Statistical mea	asures			
Probability				
Probability of s	single event			
Independent e	vents			
Two way diagr	ams			
Number				
Sequences				
Percentages				
Ratio and prop	portion			

Module outcomes:	Module outcomes:	
On successful completion of the module, students should be able to: -	On successful completion of the module, students should be able to	
Demonstrate a minimal understanding of mathematics concepts	Demonstrate a knowledge and understanding of Economic and Management Sciences concepts.	
Demonstrate general understanding of mathematics concepts	Demonstrate an integrative	
Demonstrate a basic application of mathematics concepts.	knowledge and understanding of economics, accounting and business studies.	
	Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences.	
	Apply strategies of teaching and assessing Economic and Management Sciences.	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module is assessed by means of	Assessment modes: This module is assessed by	
Module Semester 1: NQF code:- EDST211/3DST211 level: 7	Semester 2: NQF EDST212/3DST212 level: 7	
Title: Education Studies 2A	Title: Education Studies 2B	
Content:	Title: Education Studies 2B Content: -	
Content: Understanding child and adolescence		
Content: Understanding child and adolescence development	Content: - Study of learning Learning theories and philosophies	
Content: Understanding child and adolescence development Theories of development	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction	
Content: Understanding child and adolescence development	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning	
Content: Understanding child and adolescence development Theories of development Principles of development	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning	
Content: Understanding child and adolescence development Theories of development Principles of development Early childhood development	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning Brain functions and learning	
Content: Understanding child and adolescence development Theories of development Principles of development Early childhood development The context of early childhood development Physical development in early childhood Cognitive and language development in early	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning Brain functions and learning Motivation and emotions	
Content: Understanding child and adolescence development Theories of development Principles of development Early childhood development The context of early childhood development Physical development in early childhood Cognitive and language development in early childhood	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning Brain functions and learning Motivation and emotions Theories of learning	
Content: Understanding child and adolescence development Theories of development Principles of development Early childhood development The context of early childhood development Physical development in early childhood Cognitive and language development in early	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning Brain functions and learning Motivation and emotions Theories of learning Behavioural	
Content: Understanding child and adolescence development Theories of development Principles of development Early childhood development The context of early childhood development Physical development in early childhood Cognitive and language development in early childhood Social and emotional development in early	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning Brain functions and learning Motivation and emotions Theories of learning Behavioural Social Cognitive	
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Content: Understanding child and adolescence development Theories of development Principles of development Early childhood development The context of early childhood development Physical development in early childhood Cognitive and language development in early childhood Social and emotional development in early childhood Middle childhood development The context of middle childhood development Physical development in middle childhood Cognitive and language development in middle	Content: - Study of learning Learning theories and philosophies Relation of learning and instruction Neuroscience of learning Neurophysiology of learning Brain functions and learning Motivation and emotions Theories of learning Behavioural Social Cognitive Information Processing	
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Social and emotional development in middle childhood Problem solving transfer of learning Motivation Adolescence development The context of adolescent development in adolescence Theoretical approaches to motivation Cognitive and language development in adolescence Achievements and motivation Goals, motives, and interest in motivation Social and emotional development in adolescence Module outcomes: Module outcomes: On successful completion of the module, students should be able to. Demonstrate a knowledge and understanding of childhood and adolescent development. Use critical thinking and problem solving skills in relation to the childhood and adolescent development. Demonstrate a knowledge and understanding of the Vieries and their implications for teaching and learning. Demonstrate a knowledge and understanding of the Neuroscience of learning. Demonstrate a knowledge and understanding of the Neuroscience of learning. Demostrate a knowledge and understanding of the Neuroscience of learning. Demonstrate knowledge and understanding of the Neuroscience of learning. Demostrate a knowledge and understanding of the Neuroscience of learning. Demonstrate knowledge and understanding of the Neuroscience of learning. Demostrate a knowledge and understanding of the Neuroscience of learning. Demonstrate knowledge and understanding of the Neuroscience of learning. Demostrate a showledge and understanding of the Neuroscience of learning. Demonstrate showledge and understand				B U U U U U	
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The learner and the learning process	Barriers to lea	rning.		and models for quality tea	aching

Current school reforms and addressing barriers to student learning	Important factors a teacher should know about the learner
Identification and assessment of learners with barriers to learning.	Perspectives on learning process and learning styles
Purpose of assessment	Teaching and learning strategies
Assessment strategies	Cooperative teaching and learning
Learning support	strategies
Learning support in South Africa	Problem-based teaching and learning strategies
Principles of Universal Design for Learning (UDL)	Expository teaching and learning
Differentiated instructional strategies	strategies
Designing a learner support programme.	Indirect teaching and learning strategies
Collaboration Collaboration with teachers, families, education	Education Technologies (Teaching Medias)
support services, and community members.	Orientation into assessment
Professional development portfolio	Understanding key issues in assessment
	Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories)
	Purposes, procedures in continuous assessment
	Organising, planning and designing activities for baseline assessment
	Understanding formative assessment and its implication for teachers in practice
	Diagnostic assessment and its value in effective teaching and learning
	Understanding summative assessment
	Assessment grading models
	Implication of assessment on teachers' professionalism and responsibilities
	Programming models
	Management of assessment of assessment in schools
	Marking and grading
	Recording and filing
	Reporting learners' performance

Module outcomes:	Module outcomes:	
On successful completion of the module, studer should be able to	ts On successful completion of the module, students should be able to	
Demonstrate a knowledge and understanding the practical implications of inclusion for Sou African school communities		
Identify and assess learners with various barrie to learning	S Critically evaluate learning and	
Design effective differentiated teaching, learni and assessment tasks	g teaching activities against the knowledge acquired on principles and approaches to teaching and learning	
Demonstrate a knowledge and understanding the principles of Universal Design for Learni (UDL) to support the learning of all students	9 understanding of the purpose of various learning styles in a class with	
Demonstrate a knowledge and understanding differentiated instructional strategies to supp		
learning in inclusive classrooms	understanding of the various concepts	
working with peer professionals, support sta parents, and community members		
Demonstrate a knowledge and understanding preparing a professional development portfolio	of	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module is assess by means of examination	d Assessment modes: This module is assessed by means of examination	
Module Semester1: NQF code:- ELZL311/3LZL311 level:	6 ELZL312/3LZL312 NQF level: 6	
Title: IsiZulu Home Language Education 3A	Title: IsiZulu Home Language Education 3B	
Content:	Content:	
Foundations of teaching and learning in IsiZu Home Language.	u IsiZulu Home Language teaching and learning in school.	
IsiZulu Home Language subject poli documents.	adaptive teaching in IsiZulu Home	
Teaching and learning strategies in IsiZulu Hor Language.	Classroom research in IsiZulu Home	
Assessment strategies in IsiZulu Hor Language.	Develop pedagogical content	
Learning and Teaching Support Materials IsiZulu Home Language.	Languago.	
Madula autoanaa	ICT in IsiZulu Home Language.	
Module outcomes:	Module outcomes:	

By the end of t to:	he module, students shou	ld be able	By the end of the modu should be able to:	le, students
	a knowledge and underst is of teaching and learning ige.		Use elementary statistical to manage teaching, le assessment in IsiZu Language.	arning and
the relevant p teaching and	0	Language	Demonstrate compet assessing and monitor progress and achieveme	ing learner
	se appropriate strategies, es in the teaching and le Language.		Home Language. Use the results of ass	essment to
	priate lesson plans in IsiZ iking into account the		improve the teaching and IsiZulu Home Language.	l learning of
teaching, lea curriculum ne	arning, child developm eds.	nent and	Adapt lessons and asses to accommodate lea different learning problem	rners with
Design appro IsiZulu Home	opriate assessment stra Language.	itegies in	Home Language.	
Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language.		Demonstrate the compete to learn from available order to improve teach IsiZulu Home Language and to enhance their ow	research in hing in the classroom	
Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language.		learning.	in academic	
5 5 5		Develop content knowled implement and asses teaching and learning exp	s effective	
			Evaluate curriculum polic teaching of IsiZulu Home	
			Demonstrate understand use of ICT in facilitating Is Language.	
Method of de	livery : Full Time		Method of delivery: Full	Time
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.		Assessment modes: This coursework/research assessed by means of Formative assessments summative assessment 5	which is examination 50% and	
Module code:-	Semester1: ELEL311/3LEL311	NQF level: 6	Semester2: ELEL312/3LEL312	NQF level: 6
Title : English First Additional Language Education 3A		Title: English First Language Education 3B	Additional	
Content:			Content:	
Foundations of	of teaching and learning in	0	Content: English First Additional teaching and learning in s	
Foundations of	of teaching and learning in t Additional Languag	0	English First Additional	chool. tion and

Teaching and learning strategies in English First Additional Language.	Classroom research in English First Additional Language.	
Assessment strategies in English First Additional Language.	Develop pedagogical content knowledge in English First Additional	
Lesson design in English First Additional Language.	Language. ICT in English First Additional	
Learning and Teaching Support Materials in English First Additional Language.	Language.	
Module outcomes:	Module outcomes:	
By the end of the module, students should be able to:	By the end of the module, students should be able to:	
Demonstrate a knowledge and understanding of the foundations of teaching and learning in English First Additional Language.	Use elementary statistical information to manage teaching, learning and assessment in English First Additional Language.	
Demonstrate a knowledge and understanding of the relevant policies in English First Additional Language teaching and learning.	Demonstrate competence in assessing and monitoring learner progress and achievement in English	
Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional Language.	First Additional Language. Use the results of assessment to	
Design appropriate lesson plans in English taking into account theories of teaching, learning, child	improve teaching and learning of English First Additional Language.	
development and curriculum needs	Adapt lessons and assessment tasks to accommodate learners with	
Design appropriate assessment strategies in English First Additional Language.	different learning problems in English First Additional Language.	
Design, select and adapt appropriate teaching and learning support materials for English First Additional Language.	Demonstrate competence to learn from available research in order to improve teaching in the English First	
Demonstrate understanding of the use of ICT in facilitating English First Additional Language.	Additional Language classroom and to enhance their own academic learning.	
	Develop content knowledge to plan, implement and assess effective teaching and learning experiences.	
	Evaluate curriculum policies for English First Additional Language teaching.	
	Demonstrate understanding of the use of ICT in facilitating English First Additional Language.	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.	Assessment modes: This modules is coursework/research which is assessed by means of examination	

trategies cial Scienc	NQF level: 6 in Social in Social	Semester2: NQ EESS312/3ESS312 lev Title: Social Sciences Education Content: Social sciences teaching and level in School Social sciences	on 3B
d learning trategies cial Scienc		Content: Social sciences teaching and le	-
trategies cial Scienc		Social sciences teaching and le	
trategies cial Scienc		0	
cial Scienc	in Social		earning
	Teaching and Learning strategies in Social Sciences		and ences
ces	Assessment strategies in Social Sciences		social
Lesion design in Social sciences Learning and Teaching Support Materials in		Develop pedagogical knowledge in Social Sciences	content
Social Sciences		ITC in Social Sciences	
		Module outcomes:	
By the end of the module, students should be able to:		By the end of the module, students should be able to:	
Demonstrate a knowledge and understanding of the foundations of teaching and learning in social science		Use elementary statistical information to manage teaching, learning and assessment in Social Sciences	
Demonstrate a knowledge and understanding of the relevant policies in social sciences teaching and learning		Demonstrate competence assessing and monitoring progress and achievement in Sciences	learner
Select and use appropriate strategies, methods and techniques in the teaching and learning of social sciences		Use the results of assessm improve teaching and learn Social Sciences	
appropriate lesson plans in social alking into account theories of teaching, child development and curriculum		Adapt lessons and assessmer to accommodate learners different learning problems in	with
nent strat	tegies for	Demonstrate the competence	
		improve teaching in the Sciences classroom and to e	Social
and learning support materials for social sciences Demonstrate an understanding of the use of ICT in facilitating Social Sciences		Develop the content kno needed to plan, implemer assess effective teaching and le experience Evaluating curriculum polic	it and earning
	theories of nt and ment stra ppropriate s for socia	theories of teaching, nt and curriculum ment strategies for ppropriate teaching s for social sciences ng of the use of ICT	theories of teaching, nt and curriculum ment strategies for ppropriate teaching s for social sciences ng of the use of ICT Adapt lessons and assessmer to accommodate learners different learning problems in Sciences Demonstrate the competence r to learn from the available rese improve teaching in the Sciences classroom and to en their own academic learning Develop the content kno needed to plan, implemen assess effective teaching and le experience

			Demonstrate an understa use of ITC in facilita Sciences	
Method of de	livery: Full Time		Method of delivery: Full	Time
by means of T	modes: This module is 'his module is assessed Assignments, Presentati	by means	Assessment modes: Thi assessed by means of Th assessed by means Assignments, Presenta Examinations	is module is of Tests,
Module code:-	Semester1: EPPS311/3PPS311	NQF level: 6	Semester 2:	NQF level: 6
coue		level. o	EPPS312/ 3PPS312	level. o
Title: Life Skill	Is Education 3A		Title: Life Skills Education	n 3B
Content: -			Content: -	
Foundations of teaching and learning in Life Skills History of Life Skills teaching and learning		Life Skills teaching and school	learning in	
Life Skills policy documents		Use elementary statistical information to manage teaching, learning and assessment activities		
Subject policy documents				
Teaching and learning strategies in Life Skills		Curriculum differentia adaptive teaching in Life S		
Teaching and learning theories		Barriers to learning and d	evelopment	
Teaching and learning strategies		Designing differentiated	d learning	
Assessment s	trategies in Life Skills		activities	
Lesson desigr	n in Life Skills		Classroom research in Lif	e Skills
Learning and Skills	Teaching Support Materia	als in Life	Use existing research liter Skills to improve classroo	
Improvisation	in Intermediate Phase Life	e Skills	Develop pedagogical knowledge in Life Skills	content
			Addressing alternative - misconceptions	- pre- and
			ICT in Life Skills	
Module outco	omes:		Module outcomes:	
On successful will be able to:	l completion of the module	e students	On successful complet module, students will be a	
	a knowledge and underst ns of teaching and learni		Use elementary statistical to manage teaching, le assessment in Life Skills.	
	a knowledge and underst policies in Life Skills tead		Demonstrate compet assessing and monitor progress and achievem Skills.	ing learner
	se appropriate strategies, es in the teaching and le			
				77

Design appropriate lesson plans for Life Skills taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Skills. Design, select and adapt appropriate teaching and learning support materials for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills. Develop the content knowledg needed to plan, implement an assess effective teaching and learning.
Skills. Design, select and adapt appropriate teaching and learning support materials for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills. Demonstrate the competence to learn improve teaching in the Life Skill classroom and to enhance their own academic learning. Develop the content knowledgineed to plan, implement an
and learning support materials for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills.
Demonstrate an understanding of the use of ICT in facilitating Life Skills.
needed to plan, implement an
experiences.
Evaluate curriculum policies for Life Skills.
Demonstrate an understanding of the use of ICT in facilitating Life Skills
Method of delivery: Full Time Method of delivery: Full Time
Assessment modes: This modules is coursework/research which is assessed by means of Assessment modes: This module is coursework/research which i assessed by means of
Module code:- Semester 1: NQF Semester 2: NQF level: Post 1/2 Post 2/2
code:- EDST311/3DST311 level: 7 EDST312/3DST312 level: 7
code:- EDST311/3DST311 level: 7 EDST312/3DST312 level: 7 Title: Education Studies 3A Title: Education Studies 3B Content: Content: Administration as it relates to school Common law practices in education
code:- EDST311/3DST311 level: 7 EDST312/3DST312 level: 7 Title: Education Studies 3A Title: Education Studies 3B Content: Cont
code:- EDST311/3DST311 level: 7 EDST312/3DST312 level: 7 Title: Education Studies 3A Title: Education Studies 3B Content: Content: Administration as it relates to school administration and school management. School administration administration and school management.
code:- EDST311/3DST311 level: 7 EDST312/3DST312 level: 7 Title: Education Studies 3A Title: Education Studies 3B Content: Cont
code:-EDST311/3DST311level: 7EDST312/3DST312level: 7Title: Education Studies 3ATitle: Education Studies 3BContent:Administration as it relates to administration and school management.School administrationSchool managementSchool managementSchool management
code:-EDST311/3DST311level: 7EDST312/3DST312level: 7Title: Education Studies 3ATitle: Education Studies 3BContent:Content:Administration and school management.Content:School administrationSchool managementSchool administration and effectivenessThe South Africa, Act 108 of 1996The South African Schools ActThe South African Schools Act
code:-EDST311/3DST311level: 7EDST312/3DST312level: 7Title: Education Studies 3ATitle: Education Studies 3BContent:Administration as it relates to administration and school management.School administrationSchool administrationSchool administration and effectivenessEducation managementSchool administration and effectivenessEducation management theoriesCollegial management theoriesBureaucratic management theories3Legal foundations for school
code:-EDST311/3DST311level: 7EDST312/3DST312level: 7Title: Education Studies 3ATitle: Education Studies 3BContent:Content:Administration as it relates to administration and school management.Content:School administrationContent:School administrationContent:School administration and effectivenessThe Constitution of the Republic of South Africa, Act 108 of 1996School administration and effectivenessThe South African Schools ActEducation management theoriesThe Employment of Educators ActCollegial management theories3 Legal foundations for school practice
code:-EDST311/3DST311level: 7EDST312/3DST312level: 7Title: Education Studies 3ATitle: Education Studies 3BContent:Administration as it relates to administration and school management.Content:School administrationSchool administrationSchool administration and effectivenessEducation managementSchool administration and effectivenessEducation management theoriesCollegial management theoriesBureaucratic management theoriesSurveySurveySchool administration and effectivenessEducation management theoriesSchool administration and effectivenessEducation management theoriesSchool administration and effectivenessEducation management theoriesSurveySurveyStructureSurvey
code:-EDST311/3DST311level: 7EDST312/3DST312level: 7Title: Education Studies 3ATitle: Education Studies 3BContent:Content:Administration and school management.Content:School administrationContent:School administrationContent:School administrationContent:School administrationContent:School administrationContent:School administration and effectivenessContent:Education managementThe Constitution of the Republic of South Africa, Act 108 of 1996School administration and effectivenessThe South African Schools ActEducation management theoriesThe Labour Relations ActBureaucratic management theories3 Legal foundations for school practicePolitical management theoriesSubmanagement theoriesThe nature and the purpose of school management and leadership both generally andCourt cases that impact on school

Embracing alternative ways of managing and leading	learner
Management of resources	SCHOOL
Management of human resources	
Management of physical resources	
Financial resources	
Module outcomes:	Module outcomes:
On successful completion of the module, students should be able to:	On successful completion of the module, students will be able to:
Demonstrate knowledge of and insight into school administration and management.	Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice
Apply a knowledge and understanding of educational management theories to solve school management problems.	Apply their knowledge and skills to classroom and school management in
Demonstrate an understanding of the school administrative duties required for the effective	ways that demonstrate their ability to interpret the legislation and policies
management of learning environments.	Analyse and critique court cases that
Demonstrate knowledge of the management theories which impact on educational practice.	impact on school practice
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This modules is coursework/research which is assessed by means of	Assessment modes: This modules is coursework/research which is assessed by means of

FED.12.3.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING - EBDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES) - YEAR COURSES			
Module code:-	Year Level 1: EDSL100/3DSL100	NQF level: 5	
Title: Academic skills	Title: Academic skills for Educators		
Content: -			
 Communicative competence. Reading and writing for academic purposes. Information literacy skills. Planning as an important component of academic writing process. Computing Fundamentals. Key Applications. Living online. 			
Module outcomes:			
 By the end of the module, students should be able to: Apply the academic reading and writing skills acquired to their learning. Demonstrate the use of critical reading skills in the pursuit of their studies. Use presentation skills. Use information technology to plan, administer, develop teaching resources and collect information. Apply the skills needed to use computers in intermediate phase classes. 			
	: This modules is coursework/research which native assessments 50% and summative asses		
Module code:-	Year Level 4: ELZL400/3LZL400	NQF level: 7	
Title: IsiZulu Home L	anguage Education 4		
Content: IsiZulu Home Language teaching and learning in school. Classroom research in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Advanced development of pedagogical content knowledge in IsiZulu Home Language. Curriculum policies in IsiZulu Home Language. Reflection on teaching and learning experiences in IsiZulu Home Language. Module outcomes:			
By the end of the module, students should be able to:			
 Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language. Demonstrate competence to use action research in IsiZulu Home Language. Reflect on teaching and learning experiences in IsiZulu Home Language. Critique curriculum policies in IsiZulu Home Language. Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices. 			

Method of delivery: Full Time			
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.			
Module code:-	Year Level 4: ELEL400/3LEL400		NQF level: 7
Title: English First Ad	dditional Language Education 4		
Content:			
 Classroom rese Advanced deve Language. Curriculum polici 	 Curriculum policies in English First Additional Language. Reflection on teaching and learning experiences in English First Additional 		
	dule, students should be able to:		
 Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English First Additional Language. Demonstrate the competence needed to use action research in English First Additional Language. Reflect on teaching and learning experiences in English First Additional Language. Critique curriculum policies for English First Additional Language. Demonstrate competence to link epistemology in English First Additional Language with English practice. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means 			
Module code:-	Year Level 4: EESS400/3ESS400		NQF level: 7
Title: Social Sciences	s Education 4		
 Content: - Social Sciences teaching and learning in school Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions Classroom research in Social Sciences Use Action research in Social Sciences to : gather and process information validate sources of information address complex problems applying evidence based solutions and theory driven arguments Advanced development of pedagogical content knowledge in Social Sciences Link the epistemology of the Social Sciences with Social Sciences practice Addressing alternative pre- and misconceptions Curriculum policies in Social Sciences Critique curriculum policies in Social Sciences Reflection on teaching and learning experiences in Social Sciences 			

 Use element 	 Use elementary statistical information to critically reflect on teaching, learning and 		
assessment processes in Social Sciences			
 Demonstrate the competence needed to use action research in the Social Sciences Defined on the philon and learning our privace in Casial Sciences 			
	 Reflect on teaching and learning experiences in Social Sciences 		
	riculum policies in Social Sciences e the competence needed to link the epistemology of the Social		
	ith Social Sciences practice.		
	Method of delivery: Full Time		
Assessment mo	des: This modules is coursework/research which is assessed by means		
of			
Module code:-	Year Level 4: EPPS400/ 3PPS400 NQF level: 7		
Title: Life Skills E	ducation 4		
Content: -			
	eaching and learning in school		
	ntary statistical information to critically reflect on their teaching, learning ment processes and address complex problems applying evidence-		
based solut			
	research in Life Skills		
 Use Action 	research in Life Skills to :		
	r and process information		
	te sources of information		
uuuio	ss complex problems applying evidence based solutions and theory arguments		
	levelopment of pedagogical content knowledge in Life Skills		
	nology of Life Skills with Life Skills practices		
 Addressing 	alternative pre- and misconceptions		
	policies in Life Skills		
	riculum policies in Life Skills		
5. Reflection of Module outcome	n teaching and learning experiences in Life Skills		
On successful co	mpletion of the module, students will be able to:		
	tary statistical information to reflect critically on teaching, learning and t processes in Life Skills.		
	e competence in the use of action research for Life Skills.		
	eaching and learning experiences in Life Skills.		
	riculum policies for Life Skills.		
	 Demonstrate the competence needed to link the epistemology of Life Skills to Life Skills practices. 		
Method of delivery: Full Time			
Assessment mo	Assessment modes: This modules is coursework/research which is assessed by means		
Module code:-	Year Level 4: ELCL400/3LCL400 NQF level: 5		
Title: Conversational Language for Teachers - Afrikaans			
Content:			
 Basic function 	onal use of Afrikaans.		
 Listening in 			
 Basic reading in Afrikaans. 			
 Basic written text in Afrikaans. 			
Module outcomes:			

 Demonstrate functional use of basic Afrikaans 		
 Listen and respond to multi modal texts in Afrikaans 		
 Read and view various texts in Afrikaans 		
 Write basic tex 	ts in Afrikaans	
Method of delivery:	Full Time	
	s: This modules is coursework/research wh rmative assessments 50% and summative a	
Module code:-	Year Level 4: ELCL400/3LCL400	NQF level: 5
Title: Conversationa	I Language for Teachers - Sesotho	
0,	ndly exchange and farewell.	
 Home and fam School and uni Respect: Basic Radio and tele 	ndly exchange and farewell. ily: Poems and songs. iversity: Contrasts in town and country life. : values for royal family. vision programmes.	
 Home and fam School and uni Respect: Basic Radio and tele Module outcomes: 	ily: Poems and songs. iversity: Contrasts in town and country life. ; values for royal family. vision programmes.	
 Home and fam School and uni Respect: Basic Radio and tele Module outcomes: By the end of the module 	ily: Poems and songs. iversity: Contrasts in town and country life. a values for royal family. vision programmes.	
 Home and fam School and uni Respect: Basic Radio and tele Module outcomes: By the end of the module 	ily: Poems and songs. iversity: Contrasts in town and country life. ; values for royal family. vision programmes.	
 Home and fam School and uni Respect: Basic Radio and tele Module outcomes: By the end of the mo Demonstrate full 	ily: Poems and songs. iversity: Contrasts in town and country life. a values for royal family. vision programmes.	
 Home and fam School and uni Respect: Basic Radio and tele Module outcomes: By the end of the mo Demonstrate fu Listen and resp 	ily: Poems and songs. iversity: Contrasts in town and country life. values for royal family. vision programmes. odule, students should be able to:	
 Home and fam School and uni Respect: Basic Radio and tele Module outcomes: By the end of the mo Demonstrate fu Listen and resp 	ily: Poems and songs. iversity: Contrasts in town and country life. values for royal family. vision programmes. odule, students should be able to: unctional use of basic Sesotho. boond to multi modal texts in Sesotho. ew various texts in Sesotho. ts in Sesotho.	

FED.12.3.4. TEACHING PRACTICE MODULE CONTENT AND OUTCOME (E/3BDIP1 AND E/3BDIP2)

(E/3BDIP1 AND E/3BDIP2) INTERMEDIATE PHASE TEACHING PRACTICE MODULES – YEAR COURSES

Module code:-	Year Level 1: EPTE100/3PTE100	NQF Level 5
Title: School Experience 1		
Content:		
(Campus based, Sem	nester 1)	
 Design an observation tool 		
 Write their teaching philosophy statement (Campus based, Semester 1&2) 		
· · · · · ·	teacher –watching video clips	
(School based, Seme	0	
 School observation – school functionality 		
 Complete the journal, write with critical reflection 		
(Campus based, Semester 2)		

 Reflect on characteristics of a classroom 			
Reflect on school and classroom management Module outcomes:			
Module outcomes: On successful completion of the module, students should be able to			
teachers	 Observe and document the classroom management strategies used by teachers 		
Ŭ I	ment the observation tools learned chool-based activities, observed and perfor	mod	
Method of delivery: Ful		med	
Assessment modes: T	his module is assessed by means of exam	ination	
Module code:-	Year Level : EPTE200/3PTE200	NQF level: 6	
Title: School Experienc	e 2		
Content:			
	nd document teaching, learning and assess arious teaching and learning practices acro		
 Present informatio 	n using a journal and portfolio of evidence nent observed barriers to learning		
Module outcomes:			
On successful completio	n of the module, students should be able to)	
 Observe, document and reflect on the teaching and learning strategies used by the teacher 			
contexts	 Critically analyse various teaching and learning practices across a variety of contexts 		
	ith learning and developmental barriers and	d reflect on the	
teaching and learning strategies employed in the classroom Method of delivery: Full Time			
Assessment modes: This module is assessed by means of examination			
Module code:-	Year Level 3: EPTE300/3PTE300	NQF level: 6	
Title: School Experienc	e 3	<u></u>	
 Content: Use of Educational technology for teaching and learning Preparing, designing, developing and using classroom technologies – pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials 			
 Use educational technologies for teaching and learning – ICT, instructional media involving multiple senses of learners and instructional material selection Use of Micro teaching centre to develop teaching and learning skills. Presenting lessons 			
 Reflecting on lessons presented by peers Work integrated learning in school under supervision (mentors and a university supervisor) in partnership schools Lesson presentation 			
 Demonstrate classroom management skills Designing teaching and learning activities that are informed by the focus area Developing a professional development portfolio 			

-	 Engage in post-observation conferencing and support 		
	Method of delivery: Full Time Assessment modes: This module is assessed by means of examination		
	Je code:-	Year Level 4: EPTE400/3PTE400	NQF level: 7
Title	School Experience	o 4	
	•		
Cont	ent:		
1. - - - 2. - 3. 4. - 5. -	 Assess and report on learner performance Developing a professional portfolio of evidence Evidence of all teaching experiences Application of appropriate classroom management strategies to promote safe and supportive learning environments. Educational technologies for teaching and learning Use visual and audio-visual resources in lesson presentation. 		
-	 Dealing with issues from reflections 		
-	Peer reviews		
-	Challenges categories (learners, methods, classroom, LTSMs, extramural activities or other engagement in the school.		
6.	Service-learning	community projects	

FED.12.4. BACHELOR OF EDUCATION: SENIOR PHASE and FET TEACHING – 3BDSF1,3BDSF2 & 3BDSF3

FED.12.4.1. PRE /CO REQUISITES TABLE: 3BDSF1,2,3

B. Ed in Senior Phase and FET Teaching		
Module code (HEQSf aligned)	Descriptive name	Pre/Co requisite
3DST211	Education Studies 2A	3DST111
3GEP211	General pedagogy 2A	3GEP111
3DST212	Educational Studies 2B	3DST112
3GEP212	General pedagogy 2B	3GEP112
3SCS311	Computer Science Education 3A	4CPS111
		4CPS112
		4CPS212
		4CPS242
3SLS311	Life Science Education 3A	4BOT111
		4BOT112
		4BOT212
		4ZOL111
		4ZOL112
		4ZOL212
3SML311	Mathematic Literacy Education 3A	4MTH111
		4MTH112
3MM311	Mathematical Literacy Education4 (FET)	4MTH111
		4MTH112
		4MTH222
3SMS311	Mathematics Literacy Education 3A (SP)	4MTH111
		4MTH112
3SMT311	Technology Education #A	4PHY111
		4PHY112

3SNE311 Natural	Sciences Education 3A	4BOT111
		4BOT112
		4CHM111
		4CHM112
		4PHY111
		4PHY112
		4ZOL111
		4ZOL112
3SPS311 Physica	al Science Education 3A	4CHM111
		4CHM112
		4CHM212
		4PHY111
		4PHY112
3SCS312 Compu	ter Science #B	4CPS111
		4CPS112
		4CPS212
		4CPS242
3SLS312 Life Sc	ience Education3A	4BOT111
		4BOT112
		4BOT212
		4ZOL111
		4ZOL112
		4ZOL212
3SML312 Mather	natics Literacy Education 3B	4MTH111
		4MTH112
3SMM312 Mather	natics Education 3B (FET	4MTH111
		4MTH112
		4MTH222
3SMS312 Mather	natics Literacy Education 3B (SP)	4MTH111
		4MTH112
3SMT312 Techno	ology Education 3B	4PHY111
		4PHY112

3SNE312	Natural Sciences Education 3B	4BOT111
35NE312	Natural Sciences Education 36	-
		4BOT112
		4CHM111
		4CHM112
		4PHY111
		4PHY112
		4ZOL111
		4ZOL112
3SPS312	Physical Science Education 3B	4CHM111
		4CHM112
		4CHM212
		4PHY111
		4PHY112
		4PHY212
3SCS400	Computer Science Education 4	3SCS311
		4CPS211
		4CPS231
3SLS400	Life Science Education 4	3SLS311
		4BOT211
		4ZOL211
3SML400	Mathematical Education 3A (FET)	3SML311
3SMS400	Mathematical Education4 (SP)	3SMS31
3SMT400	Technology Education 4	3SMT311
3SNE400	Natural Science Education 4	3SNE311
3SPS400	Physical Science Education 4	4PHY112
3HMH311	History Education 3A	1HIS111
		1HIS112
3HMS311	Social Sciences Education 3A	3ESS111
		3ESS112
3HMH312	History Education 3B	1HIS111
		1HIS112
3HMS312	Social Sciences Education 3B	3ESS111
		3ESS112

3HAC311	Accounting Education 3A	2ACC101
		2ACC102
3HBE311	Business Studies Education 3A	2BMG101
		2BMG102
3HEC311	Economics Education 3A	2ECN101
		2ECN102
3HEM311	EMS Education 3A	2ACC101
		2ACC102
		2BMG101
		2BMG102
		2ECN101
		2ECN102
3HAC312	Accounting Education 3B	2ACC101
		2ACC102
3HBE312	Business Studies Education 3B	2BMG101
		2BMG102
3HEC312	Economics Education 3B	2ECN101
		2ECN102
3HEM312	EMS Education 3B	2ACC101
		2ACC102
		2BMG101
		2BMG102
		2ECN101
		2ECN102
3PTE200	School Experience 2	3PTE100
3PTE300	School Experience 3	3PTE200
3PTE400	School Experience 4	3PTE300

FED.12.4.2. SUMMARY OF PROGRAMME STRUCTURE

The core compulsory modules are Education Studies, General Pedagogy and School Experience. The elective modules include school related subject content modules and modules which focus on the teaching of those specific subjects. All students in this programme must choose subjects (electives) leading to one of the following combinations in years 3 and 4.

- One SP subject and two FET subjects or
- Two SP subjects and one FET subject.

FED.12.4.3. SELECTING MODULES IN THE STRUCTURE BELOW

- Students are only allowed to choose three (3 Modules, subjects) that would lead to subject combination for SP at year level three.
- The subject selection must not be in the same group to consider the requirements of bullet 1

<u>IMPORTANT: -</u> Education modules are compulsory so the students should register all core modules. Thereafter choose one specialisation from each group, meaning 1st semester and 2nd semester module in one group in each group

FED.12.4.4. Registration Rules: Intermediate (IP) Programmes in MSTE department

<u>Year 1</u>

Register all the modules

Year 2

If you have passed all year one modules, register all second-year modules

If you have failed ONE module in a semester in year 1, register the failed module first and then register all second-year modules

If you have failed more than ONE module in a semester in year 1, register the failed modules first in each semester and then add modules of the current year up to a maximum of 8 modules per semester including teaching practice module/school experience.

Year 3

If you have failed One module in the first semester of year 2, register the failed module first and then register all year 3 modules.

If YOU HAVE FAILED ANY SEMESTER 2 MODULE IN YEAR 2, DO NOT REGISTER THE FAILED MODULE(S). you will register this/these module(s) in your final year (year 4) Year 4

If you have failed any semester 1 module in year 3, DO NOT register the failed module(s). Register ONLY year 4 modules and any modules you may have failed in semester 2 in year 2.

Registration Rules: Senior and Further Education and Training (SP <u>& FET) Programmes in MSTE department</u>

Year 1

Register all the compulsory modules in both semesters

Register 6 elective modules in total i.e. three (3) elective modules per semester

Register mathematics in both semesters (i.e. 4MTH111 – Calculus I & 4MTH112 – Calculus II)

If you want to be a **Physical Science teacher register Chemistry and Physics (i.e. 4CHM111, 4CHM112, 4PHY111 and 4PHY112)** in both semesters

If you want to be a Life Science teacher register Botany and Zoology (i.e. 4BOT111, 4BOT112, 4ZOL111 and 4ZOL112) in both semesters

If you want to be a **Computer and Applications Technology (CAT) teacher register computer modules (i.e. 4CPS111, 4CPS112)** in both semesters add two (2) more modules from either Physics (4PHY111 and 4PHY112), or Chemistry (4CHM111 and 4CHM112) or botany (BOT111 and BOT112) or Zoology (4ZOL111 and 4ZOL112) to make a total of 6 modules per year

Year 2

If you are going to teach Computer Applications Technology (CAT) register all four computer modules (i.e. 4CPS211, 4CPS212, 4CPS231 and 4CPS242)

IF YOU WANT TO TEACH NATURAL SCIENCE, YOU SHOULD HAVE PASSED PHYSICS, CHEMISTRY, ZOOLOGY AND BOTANY AT YEAR LEVEL ONE BEFORE REGISTERING FOR YOUR YEAR 3 MODULES.

Year 3

If you have failed ONE module in the first semester of year 2, register the failed module first and then register all year 3 modules.

If YOU HAVE FAILED ANY SEMESTER 2 MODULE IN YEAR 2, DO NOT REGISTER THE FAILED MODULE(S). you will register this/these module(s) in your final year (year 4)

THERE ARE TWO WAYS OF BECOMING AN SP & FET TEACHER

You can be a teacher of two (2) Further Education and Training (FET) subjects and one (1) senior phase (SP) subject

OR

You can be a teacher of one (1) Further Education and Training (FET) subject and two (2) Senior phase (SP) subjects

If you have passed a subject (for example, you passed mathematics) in year 1, you qualify to take the corresponding subject education (in this case, mathematics education (SP)).

If you have passed a subject (s) (for example, you passed Physics and Chemistry) in year 2, you qualify to take the corresponding subject education (in this case, Physical Science education)

If you want to teach Mathematical Literacy (this is offered at FET only) you should have passed mathematics at year level 1. Year 4

If you failed any semester 1 module in year 3, DO NOT register the failed module. Register ONLY year 4 modules and any modules you may have failed in the second year, semester 2.

FED.12.4.5.

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Electi ve	Cr	Module code	Core/Ancillary /Elective	Cr	Module code	Core/Ancillary/ Elective	Cr
EDST111	C	12	EDST211	С	12	3DST311	С	12			
EGEP111	C	12	EGEP211	С	12	3LTC311	С	08			1
Group A: Cho	oose one module specialis	sation	Group A: Cho	ose one module special	isation	3SCS311	С	08			
4ZOL111	E	16	4ZOL211	E	16	3SLS311	С	08			
4MTH111	E	16	4MTH211	E	16	3SML311	С	08			
Group B: Cho	oose one module specialis	sation	Group B: Choo	se one module specialis	ation	3MM311	С	08			
4PHY111	E	16	4PHY211	E	16	3SMS311	С	08			
4BOT111	E	16	4BOT211	E	16	3SMT311	С	08			
4MTH111	E	16	4MTH211	E	16	3SNE311	С	08			
Group C: Cho	oose one module specialis	sation	Group C: Choo	se one module specialis	ation	3SPS311	С	08			
4CHM111	E	16	4CHM211	E	16						
4CPS111	E	16	4CPS211	E	16						
			4CPS231						×		
4MTH111	E	16	4MTH211	E	16						
Total 1st		72	Total 1st			Total 1st		84	Total 1st		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semes	ster		Second semes	ter		Second semester			Second semester		
Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/Electi	Cr	Module code	Core/Ancillary	Cr	Module code	Core/Ancillary/	Cr
EDST112	C	12	EDST212	С	12	3DST312	С	12			
EGEP112	C	12	EGEP212	С	12	3LTC312	С	08			
Group A: Cho	oose one module specialis	sation	Group A: Choo	se one module specialis	ation	3SCS312	С	08			
4ZOL112	E	16	4ZOL212	E	16	3SLS312	С	08			
4MTH112	E	16	4MTH212	E	16	3SML312	С	08			
Group B: Cho	oose one module specialis	sation	Group B: Choo	se one module specialis	ation	3SMM312	С	08			
4PHY112	E	16	4PHY212	E	16	3SMS312	С	08			
4BOT112	E	16	4BOT212	E	16	3SMT312	С	08			
4MTH112	E	16	4MTH212	E	16	3SNE312	С	08			
Group C: Cho	Group C: Choose one module specialisation Group C: Choose one module specialisation			3SPS312	С	08		[
4CHM112	E	16	4CHM212	E	16						
4CPS112	E	16	4CPS212	E	16						
			4CPS242	E	16	İ			K		

4MTH112	E	16	4MTH212	E	16						
Total 2 nd		72	Total 2 nd		72	Total 2 nd		84	Total 2 nd		
<u> </u>		Year	Modules	•	Year Mo	dules		Yea	r Modules		
Year Level 1			Year level 2			Year level 3			Year level 4		
3DSL100	С	08	3PTE200	С	16	3PTE200	C	32	3SCL400	С	12
3PTE100	С	08							3SCS400	С	20
									3SLS400	С	20
									3SML400	С	20
									3SMM400	С	20
									3SMS400	С	20
									3SMt400	С	20
									3SNE400	С	20
									3SPS400	С	20
									3PTE400	с	48
Year module		16	Year module		16	Year module			Year module		
Overall Total year level 1		88	Overall Total year level 2		88	Overall Total year level 3		116	Overall Total year level 4		220
Total credits	s for the curricu	ılum									512

Year Level 1			Year level 2			Year level 3			Year level	4	
First semester	r		First semester			First semester			First semester		
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Electi ve	Cr	Module code	Core/Ancillary/Elec tive	Cr	Module code	Core/Ancillary/ Elective	Cr
3DST111	С	12	3DST211	С	12	3HGE311	С	12			
3GEP111	С	12	3GEP211	С	12	3HMH311	С	12			
Group A: Che	oose one module speciali	sation	Group A: Choose one module specialisation			3HMS311	С	12			/
4GES111	E	16	4GES211	E	16	3LEL311	C	08			r
1RT0111	E	16	1RTO211	E	16	3LES311	С	12			
1ENG111	E	16	1ENG211	E	16	3LTC311	C	08			
Group B: Che	oose one module speciali	sation	Group B: Cho	ose one module special	isation	3LZM311	C	12			
1HIS111	E	16	1HIS111	E	16	3LZN311	С	12			
1ZUL151	E	16	1ZUL241	E	16	3PTO311	С	12			
1ENG111	E	16	1ENG211	E	16					r	
Group C: Ch	oose one module speciali	sation	Group C: Cho	ose one module special	isation						
1ENG111	E	16	1ENG211	E	16						
1RT0111	E	16	1RTO211	E	16						
Total 1st		72	Total 1st		72	Total 1st		100	Total		
Year Level 1	ear Level 1 Year level 2				Year level 3			Year level	4		
Second semes	ster		Second semes	ter		Second semester			Second semester		
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Electi ve	Cr	Module code	Core/Ancillary/Elec tive	Cr	Module code	Core/Ancillary/ Elective	Cr
3DST112	C	12	3DST212	C	12	3DST312	С	12			
3GEP112	C	12	3GEP212	С	12	3HGE312	С	12			
Group A: Che	oose one module speciali	sation	Group A: Cho	ose one module special	isation	3HMH312	С	12			
4GES112	E	16	4GE2112	E	16	3HMS312	С	12			
1RTO112	E	16	1RTO212	E	16	3LEL312	C	08			
1ENG112	E	16	1ENG122	E	16	3LES312	C	12			
Group B: Che	oose one module speciali	sation	Group B: Cho	ose one module special	isation	3LTC312	С	08			
1HIS112	E	16	1HIS212	E	16	3LZM312	C	12		ſ	
1ZUL152	E	16	1ZUL242	E	16	3LZN312	C	12			
1ENG112	E	16	1ENG212	E	16	3MTO312	C	12			
	oose one module speciali	sation	•	ose one module special	isation						
1ENG112	E	16	1ENG212	E	16						

1RTO112	E	16	1RTO112	E	16						
Fotal 2 nd semester		72	Total 2 nd semester		72	Total 2 nd semester		112	Total 2 nd		
		Year	Modules		Year Mo			Year Mo	dules		
'ear Level 1			Year level 2			Year level 3			Year leve	4	
EDSL100	С	08	3PTE200	С	16	3PTE300	С	32	3HGE4	С	20
PTE100	С	08							3HMH4	С	20
1									3HMS4	С	20
									3LCL40	С	12
									3LEL40	С	16
									3LES40	С	12
									3LZL40	С	16
									3LZM40	С	12
									3LZN40	С	12
									3MTO4	с	20
									3PTE40	С	48
ear module		16	Year module		16	Year module		32	Year		208
Overall Total year level 1		88	Overall Total year level 2		88	Overall Total year level 3		144	Overall Total		208
otal credite	s for the curriculu	um									528

FED.12.4.7. QUALIFICATION NAME: BACHELOR OF EDUCATION: SENIOR PHASE AND FET TEACHING QUAL.CODE: 3BDSF3.

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary /Elective	Cr	Module code	Core/Ancillary/ Elective	Cr
3DST111	С	12	3DST211	С	12	3DST311	С	12			
3GEP111	С	12	3GEP211	С	12	3HAC311	С	12			
Group A: Ta	ke one module special	isation	Group A: Ta	ke one module spe	cialisation	3HBE311	С	12			
2ACC101	E	16	2ACC201	E	16	3HEC311	С	12			
•	ke one module special	isation	•	ke one module spe	cialisation	3HEM311	С	12			
2ECN101	E	16	2ECN201	E	16	3LTC311	С	08			
Group C: Ta	ke one module special	isation	Group C: Ta	ke one module spe	cialisation						
2BMG101	E	16	2BMG201	E	16						
Total 1st		72	Total 1st		72	Total 1st		68	Total 1st		
Year Level 1 Year level 2						Year level 3			Year level 4		
Second semes	ter		:	Second semester		Second semes	ter		Second semes	ter	
Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/	Cr	Module code	Core/Ancillary	Cr	Module code	Core/Ancillary/	Cr
3DST112	С	12	3DST212	С	12	3DST312	С	12			
3GEP112	С	12	3GEP212	С	12	3HAC312	С	12			
Group A: Ta	ke one module special	isation		ke one module spe	cialisation	3HBE312	С	12			
2ACC102	E	16	2ACC202	E	16	3HEC312	С	12			
Group B: Ta	ke one module special	isation	•	ke one module spe	cialisation	3HEM312	С	12			
2ECN102	E	16	2ECN202	E	16	3LTC312	С	08			
	ke one module special	isation		ke one module spe	cialisation						
2BMG102	E	16	2BMG202	E	16						
Total 2 nd		72	Total 2 nd		72	Total 2 nd		68	Total 2 nd		
		Year	Modules		Year Moo	lules		Year Mod	ules		
Year Level 1				Year level 2		Year level 3			Year level 4		
3DSL100	С	08	3PTE200	С	16	3PTE300		32	3HAC400		20
3PTE100	С	08							3HBE400		20
									3HEC400		20
									3HEM400		20
									3LCL400		12
									3PTE400		48
Year module		16	Year module		16	Year module		32	Year module		140
Overall Total		160	Overall Total		160	Overall Total		100	Overall Total		140
year level 1			year level 2			year level 3			year level 4		
Total credit	s for the curricul	um									570

FED.12.4.8.SEMESTER MODULE CONTENT AND OUTCOMES FOR SENIORPHASE AND FET TEACHING – 3BDSF1, 3BDSF2, 3BDSF3

(Compulsory Modules.)

SENIOR PI	HASE AND FET TEACH	HING – SEI	MESTE	R COURSES	
Module	Semester1:	NQF	Sem	ester 2:	NQF
code:-	3DST111	level: 5	3DS1	T112	level: 5
Title: Educ	ation studies 1A (IP)	Title	: Education studi	ies 1B (IP)	
Content:			Cont	tent:	
and unders of education 1. Conci educa - Institu educa - Institu educa - Enligt under 2. Ethics - The n conce evalu. - Moral - Cultu - Moral - Cultu - Moral - Utilita - Histon - Histon - Histon - Histon - Histon - Educa - Influe politic 4. Educa period - Chrisi - Bantu - Sepal Indiar - Resis - June - June - Single - Single - Princi	eptions of education logical understanding of ation utional understanding of ation themment period of standing education at values in educatic ature of ethical thinking eptual analysis, and the ation of arguments ity, etiquette and law ral relativism ity and religion anal relativism and existe rianism Rights ry of education riography of South Afric	nd history f on , entialism and g the s, s on oartment	know	rovide students v dedge of sociolo ation. Sociological Th Education Functionalism Conflict theory Symbolic Intera Sociology of Ec Sociology of the Society Diversity in edu Culture Race Gender Socialisation Stratification Norms and Vall Status and role Citizenship edu Ancient and moc concepts of citizen History of South citizenship Future of citizen education in So schools	gy of eories in lucation in school school in cation cation dern zenship n African

 Curriculum transformation in South 	
Africa	
Module outcomes:	Module outcomes:
On successful completion of the module, students should be able to:	On successful completion of the module, students should be able to
 Demonstrate knowledge and understanding of the relationship between education changes and various external social, political, ideological and economic factors. Demonstrate the ability to distinguish between traditional and contemporary ways of conceptualising education. Demonstrate an understanding of philosophical underpinnings of ethics in education. Demonstrate an understanding of the different education systems in the history of South African education. Demonstrate the ability to identify, analyse and critically reflect on philosophy, sociology and history of education to address complex problems in education 	 Demonstrate a knowledge and understanding of sociological theories of education. Demonstrate an understanding of the sociology of education in school practice. Demonstrate an understanding of diversity in education. Demonstrate an understanding of the trends in citizenship education. Critically analyse the relationship between education and society to make informed decisions.
Method of delivery: Full Time	Method of delivery: Full Time
 Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.) 	 Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.)
Assessment modes:	Assessment modes:
 Other (specify)-Assessment 	 Other (specify)- Assessment
Module Semester1: NQF	Semester 2: NQF
code:- 3GEP111 level: 5	3GEP112 level: 6
Title: General Pedagogy 1A (IP)	Title: General Pedagogy 1B (IP)

To provide students with a basic understanding of teaching and learning processes, classroom management, curriculum differentiation and service learning. To provide students with soun knowledge of teaching as professional practice. 1. Introduction to teaching and learning processes Introduction to teaching and learning processes - Curriculum - - Context - - Context - - Context - - Context - - Classroom management - - Classroom management - - Classroom management - - Classroom discipline - - Coping with large classes - - Classroom discipline - - Multi-grade teaching and assessment - - Multi-grade teaching and assessment - - Theoretical conceptions of service learning - - Service learning in the curriculum: reflection, assessment and evaluation - - Demonstrate completion of the module, the student will: - - Demonstrate competence in managing the classro	O sector t	O set set
 understanding of teaching and learning processes, classroom management, curriculum differentiation and service learning. Introduction to teaching and learning processes Curriculum Content Context Context Context Classroom management Classroom climate Approaches to classroom management Classroom climate Coping with large classes Classroom discipline Observation techniques Reflection modalities Curriculum differentiation Multi-grade teaching and assessment Service learning Theoretical conceptions of service learning Service learning in the curriculum: reflection, assessment and evaluation Module outcomes: On successful completion of the module, the student will: Demonstrate basic knowledge and understanding of teaching and learning in the classroom and the learning environment to support teaching and learning of deducators. Demonstrate knowledge and understanding of teaching and learning 	Content:	Content:
 Introduction to teaching and learning processes Curriculum Content Context Context Context Context Classroom management Principles of classroom management Classroom climate Approaches to classroom management Classroom discipline Observation techniques Reflection modalities Curriculum differentiation Multi-level teaching and assessment Service learning Service learning as pedagogy, evaluation and teaching style Service learning in the curriculum: reflection, assessment and evaluation Module outcomes: On successful completion of the module, the student will: Demonstrate basic knowledge and understanding of teaching and learning. Demonstrate competence in managing the classroom and the learning environment to support teaching and learning. Demonstrate knowledge and understanding of the classroom and the learning of educators. Demonstrate knowledge and understanding of teaching and learning. Demonstrate knowledge and understanding of teaching and learning. Demonstrate knowledge and understanding of teaching and learning. Demonstrate knowledge and understanding of the professional development of educators. Demonstrate knowledge and understanding of the professional development of educators. Demonstrate knowledge and understanding of the professional development of educators. Demonstrate knowledge and understanding of the professional development of educator	understanding of teaching and learning processes, classroom management, curriculum differentiation and service	1. Introduction to teaching as
Module outcomes: Module outcomes: On successful completion of the module, the student will: On successful completion of the module, the module, students should be able to - Demonstrate basic knowledge and understanding of teaching and learning processes, curriculum differentiation and service learning. Om successful completion of the module, students should be able to - Demonstrate competence in managing environment to support teaching and learning. - Demonstrate knowledge and understanding of teaching as a profession. - Demonstrate competence in managing environment to support teaching and learning. - Demonstrate knowledge and understanding of the professional development of educators. - Demonstrate knowledge and understanding of the professional development of educators. -	processes Curriculum Content Context Teaching Learning Classroom management Principles of classroom management Classroom climate Approaches Coping with large classes Classroom discipline Observation techniques Reflection modalities Curriculum differentiation Multi-grade teaching and assessment Multi-level teaching and assessment Service learning Theoretical conceptions of service learning Service learning as pedagogy, evaluation and teaching style Service learning in the curriculum:	 Definition of educational terms Characteristics of teaching as a profession Professional development of educators Staff induction Professional development (journal) Staff appraisal Staff development SACE The role of teacher unions in education Freedom of association Organisational rights of unions Collective bargaining in education Managing strike action Establishing and implementing workplace
 On successful completion of the module, the student will: Demonstrate basic knowledge and understanding of teaching and learning processes, curriculum differentiation and service learning. Demonstrate competence in managing the classroom and the learning environment to support teaching and learning. Demonstrate knowledge and understanding of teaching as a profession. Demonstrate knowledge and understanding of teaching as a profession. Demonstrate knowledge and understanding of teaching as a profession. Demonstrate knowledge and understanding of teaching and understanding of teaching and understanding of teaching and understanding of the professional development of educators. Demonstrate knowledge and understanding of the professional development of educators. 		Module outcomes:
professional developmer of educators.	 On successful completion of the module, the student will: Demonstrate basic knowledge and understanding of teaching and learning processes, curriculum differentiation and service learning. Demonstrate competence in managing the classroom and the learning environment to support teaching and learning. 	 On successful completion of the module, students should be able to Demonstrate knowledge and understanding of teaching as a profession. Demonstrate knowledge and understanding of the professional development of educators. Demonstrate knowledge and understanding of the role of teacher unions in education. Critically reflect on the professional development of educators.
Method of delivery: Full Time Method of delivery: Full Time	Method of delivery: Full Time	Method of delivery: Full Time

 Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experimental learning/work-based) 	 Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace 			
(experiential learning/work-based learning etc.)	 Bynalicate groups Practical workplace experience (experiential learning/work-based learning etc.) 			
Assessment modes:	Assessment modes:			
 Other (specify)-Assessment 	Other (specify)-Assessment			

FED.12.4.9. YEAR MODULE CONTENT AND OUTCOMES FOR SP AND FET TEACHING – 3BDSF1, 3BDSF2, 3BDSF3

SENIOR PHASE AND FET TEACHING - YEAR COURSES							
Module code:- Year Level 1: 3DSL100 NQF level: 5							
Title: Academic skills for Educators							
Content: -							
To enable students to communicate effectively, in general as well as in relation to their teaching subjects in order to mediate learning using technology.							
 Academic literacy Communicative competence 							
 Reading and writing for academic purposes 							
 Information literacy skills 							
 Planning as an important component of academic writing process 							
Computer Literacy Computing Fundamentals							
Key Applications							
 Living online 							
Module outcomes:							
On successful completion of the module, students should be able to							
 Demonstrate the use of critical reading skills in the pursuit of their studies. 							
 Apply the academic reading and writing skills acquired to their area of study. 							
 Demonstrate understanding of the use of information technology to plan, administer and develop teaching resources and collect information. 							
 Apply the skills needed to use computers in teaching and learning. 							
Method of delivery: Full Time							
 Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical 							
knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less 							
 Syndicate groups Practical workplace experience (experiential learning/work-based learning 							
etc.)							
Assessment modes:							
 Other (specify): Tests and Examination 							

FED.12.4.10. TEACHING PRACTICE MODULE CONTENT AND OUTCOME 3BDSF1, 3BDSF2,3BDSF3

SENIOR PHASE AND FET TEACHING PRACTICE MODULES – YEAR COURSES								
Module Year Level 1: NQF code:- 3PTE100 level: 5								
Title: School Experience 1								
Content:								
To provide students with opportunities to observe and learn in and from authentic and simulated classroom situations.								
	NOTE: Skills and competences in this module are informed by pedagogical knowledge of General Pedagogy 1A (EGEP111) and 1B (EGEP112)							
 (Campus based, Semester 1) Design an observation tool Write their teaching philosophy statement (Campus based, Semester 1&2) Simulated activities (School based, Semester 2, 1 week) School observation – school functionality Complete the journal, write with critical reflection (Campus based, Semester 2) Reflect on characteristics of a classroom Reflect on school and classroom management 								
Module outcomes: On successful completion of	of the module, students should be al	ble to						
 Observe and docume teachers. Design and implement Reflect on their school 	 Observe and document the classroom management strategies used by 							
Method of delivery: Full T								
 mediated) Practicals (laborato knowledge, develop Tutorials: individual Syndicate groups 	 Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based 							
	module is assessed by means of ex	xamination						
 Other (specify) Asse 	essment							

FED.12.4.11. SENIOR PHASE AND FET MODULES OFFERED IN OTHER FACULTIES

<u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSAE HANDBOOKS FOR: -3BSF1, 3BDSF2, SBDSF3 OUTCOMES ON MODULES LISTED IN THIS TABLE ELOW: -

FISRT SEM	ESTER		SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
1ENG111	16	5	1ENG112	16	5	
1HIS111	16	5	1HIS112	16	5	
1POL111	16	5	1POL112	16	5	
1PSY111	16	5	1PSY112	16	5	
1RTO111	16	5	1RTO112	16	5	
1ZUL151	16	5	1ZUL152	16	5	
2ACC101	16	5	2ACC102	16	5	
2BMG101	16	5	2BMG102	16	5	
2ECN101	16	5	2ECN102	16	5	
4BOT111	16	5	4BOT112	16	5	
4CHM111	16	5	4CHM112	16	5	
4CPS111	16	5	4CPS112	16	5	
4GES111	16	5	4GES112	16	5	
4HMS111	16	5	4HMS112	16	5	
4MTH111	16	5	4MTH112	16	5	

FED.12.

4 YEAR FT BACHELOR'S DEGREES: PHASING OUT

BACHELOR OF EDUCATION PROGRAMMES – 4 YEARS FULL TIME

	-			
Qualification and Specialisation	Module Codes	Mode of delivery	Campus	NQF level
Early Childhood Development and Foundation Phase	EBEDEF	Full time	Main	6
Economic and Management Sciences (EMS) and Language Education - EBDIS1	EBDIS1	Full time	Main	6
Economic and Management Sciences (EMS) and Life Orientation	EBDIS2	Full time	Main	6
Mathematics, Science and Technology Education (MSTE)	EBDIS3	Full time	Main	6
Life Orientation and Language Education	EBDIS4	Full time	Main	6
Social Sciences (SS) and Language Education	EBDIS5	Full time	Main	6
Bachelor of Education: Further Education and Training-Life Orientation and Language	EBDFT1	Full time	Main	6
Bachelor of Education: Further Education and Training- History and Language	EBDFT2	Full time	Main	6
Bachelor of Education: Further Education and Training- Geography and Language	EBDFT3	Full time	Main	6
Bachelor of Education: Further Education and Training - Accounting, Business Economics and Economics	EBDFT4	Full time	Main	6
Bachelor of Education: Further Education and Training - History and Geography	EBDFT5	Full time	Main	6
Bachelor of Education: Further Education and Training - Computer Science and Mathematics	EBDFT6	Full time	Main	6
Bachelor of Education: Further Education and Training - Physical Science and Mathematics	EBDFT7	Full time	Main	6

NB! The final year for teaching EBEDEF and EBDIS qualifications is 2022; EBDFTs is 2024.

FED.13.1. BACHELOR OF EDUCATION FET PROGRAMMES

FED.13.1.1. LIFE ORIENTATION AND LANGUAGE – EBDFT1

FED.13.1.1.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training - Life Orientation and Language					
Module code	Descriptive name	Credits	NQFL	Co/Pre requisites	
ELLL111	Academic Literacy 1A (Language)	08	5	NONE	
EFIT111	Ideologies & Trends in Education	08	6	NONE	
APSY111	Introduction to Psychology	15	5	NONE	
SHMS01A	Games in Physical Education	15	5	NONE	
AENG111	English 1 Part A	15	6	NONE	
AZUL151	Sound, words, and their dynamics and terminology A (IsiZulu)	15	6	NONE	
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE	
EPHA112	HIV/AIDS Education	08	6	NONE	
APSY112	Applied Psychology	15	5	NONE	
EFCS112	Citizenship Education	15	6	NONE	
AENG112	English 1 Part B	15	6	NONE	
AZUL152	Translation, interpreting, Traditional and Modern Literature	15	6	NONE	
EPDL211	Human Development & Learning	08	6	NONE	
APSY221	Personality Psychology	15	6	APSY111	
SHMS02A	Physical & Motor Development	15	6	SHMS01A	
AENG211	English 2 Part A: Language and Literature	15	6	AENG111	
				AENG112	
AZUL241	Sounds, Words and their Dynamics B, Terminology and Lexicography(isiZulu)	15	6	AZUL151	

ECTL212	Teaching & Learning Strategies	08	6	NONE
EPSR212	Social Relations	15	6	APSY112
SHMS02B	Health & Physical Education	15	6	SHMS01A
AENG212	English 2 Part B: Language and Literature	15	6	AENG111
				AENG112
AZUL242	Translation, Sociolinguistics, Heritage and Literature	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EMLO311	Method of Life Orientation 3A	15	7	APSY111
ELGF311	Method of English 3A	15	7	AENG111
				AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151
				AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EMLO312	Method of Life Orientation 3B	12	7	APSY112
ESMZ312	Method of isiZulu 3B	12	7	AZUL151
				AZUL152
ELGF312	Method of English 3B	12	7	AENG111
				AENG112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
EPPE411	Career Education	12	7	APSY221
AENG321	English 3 Part A: Language and Literature	15	7	AENG211
				AENG212
AZUL321	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241

EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	English 3 Part C: Language and Literature	08	6	NONE
EPSJ412		12	6	EPSR212
AENG312	Introduction to Research in Education	15	7	AENG211 AENG212
AZUL332	Social Justice and Human Rights	15	7	AZUL242
AENG322	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AENG211 AENG212
AZUL342	English 3 Part B: Language and Literature	15	7	AZUL242
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

Year Level 1			Year level 2			Year level 3		4	Year level 4		
First semester			First semester		-	First semester		First semester			
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary /Elective	Cr	Module code	Core/ Ancillary /Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	APSY221	С	15	ECAE311	С	08	ECTP411	С	16
APSY111	С	15	SHMS02A	С	15	EMLO311	C	16	EPPE411	С	12
SHMS01A	С	15									
Any of the follow	ving:-		Any of the follow	ving:-	/	Any of the follo	wing:-		Any of the follow	ring:-	
AENG111	E	15	AENG211	E	15	ELGF311	E /	16	AENG311	E	15
AZUL151	E	15	AZUL241	E	15	ESMZ311	E /	16	AZUL331	E	15
	/								Choose any of th	e following:	
									AENG321	E	15
									AZUL321	E	15
Total 1st		61	Total 1st		538	Total 1st		48	Total 1st		66
Year Level 1		•	Year level 2			Year level 3			Year level 4	-	
Second semeste	er 🖉		Second semeste	er 🖉		Second semest	ter		Second semeste	r	
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Angillary/			Angillary			Ancillary			Ancillary/	
ESCL112		08	ECTL212		08	EDSE312	1	08	EAMS412		08
EPHA112	1	08	EPSR212	1	15	EFMS312	/	08	EPRE412		08
APSY112	V	15	SHMS02B	(15	EMLO312		12	EPSJ412		12
EFCS112	/	16									
Any of the follow	ving:-	•	Any of the follow	ving:-		Choose any of	the following:		Choose any of th	e following:	
AENG112	E	15	AENG212	E	15	ESMZ312	E	12	AENG312	E	15
AZUL152	E	15	AZUL242	E	15	ELGF312	E	12	AZUL332	E	15
									Choose any of th	e following:	
									AENG322	E	15
									AZUL342	E	15
Total 2 nd		61	Total 2 nd		53	Tota 2 nd		40	Total 2 nd		58
Year Modules	•	•			Year Module	s /	•	•	Year Mod	ules	
Year Level 1			year level 2			Year level 3			Year level 4		
TSE100		16	ETSE200		32	FTSE300		32	ETSE400		32
Year module		16	Year module			Year module			Year module		
Overall Total		138	Overall Total		138	Overall Total		120	Overall Total		156
year level 1			year level 2			year level 3			year level 4		
Total credits	for the curricu	lum									552

FED.13.1.1.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (LIFE ORIENTAITON AND LANGUAGE). QUAL. CODE: EBDFT1

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.1.3. MODULE CONTENT AND OUTCOMES FOR FURTHER EDUCATION AND TRAINING – EBDFT1

FURTHER EDUCATION AND TRAINING (LIFE ORIENTATION AND LANGUAGE) – SEMESTER COURSES					
Module code:-	Semester1:EMLO311	NQF level: 6	Semester2: EMLO312 NQF level:		
Title: Met	thod of Life Orientation		Title: Method of Life Orie	ntation	
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			Content: Reflection on the role of the school community, stress and conflict management, leadership and teamwork, the principles of good teaching, classroom management, organization and discipline and lesson planning in relation to their school experience; and parental involvement. To modify both instructional and assessment strategies to accommodate learners with special needs.		
Module outcomes: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices			Module outcomes: To build and reflect on teaching and learning strategies used in South African classrooms in order to deepen the students' understanding of the link between theory and practice. To explore the issues of special education in schools.		
Method of delivery: Full Time			Method of delivery: Full Time		
	2		Method of delivery. Full	lime	
Assessm	ent modes: This module of examination	is assessed	Assessment modes: Thi assessed by means of exa	s module is	
Assessm	ent modes: This module	is assessed NQF level: 6	Assessment modes: Thi assessed by means of exa Semester 2: ESMZ312	s module is amination NQF level: 6	
Assessm by means Module code:- Title: IsiZ	ent modes: This module of examination Semester1: ESMZ311 Culu Language Method	NQF level: 6	Assessment modes: Thi assessed by means of exa Semester 2: ESMZ312 Title: IsiZulu Language M	s module is amination NQF level: 6 lethod	
Assessm by means Module code:- Title: IsiZ Content: and teac principles, interpretat language approache	ent modes: This module of examination Semester1: ESMZ311 Culu Language Method Theories of isiZulu langua hing; teaching methods, approaches and ion and implementation of curriculum and assessme	NQF level: 6 age learning strategies, techniques; f home/ first ent policies;	Assessment modes: Thi assessed by means of exa Semester 2: ESMZ312 Title: IsiZulu Language M Content: Theories of isiZu learning and teaching methods, strategies,	s module is amination NQF level: 6 lethod lu language ; teaching principles, techniques; tentation of iculum and oaches and	
Assessm by means Module code:- Title: IsiZ Content: and teac principles, interpretat language approache classroom	ent modes: This module of examination Semester1: ESMZ311 Culu Language Method Theories of isiZulu langua hing; teaching methods, approaches and ion and implementation of curriculum and assessme es and standards of	NQF level: 6 age learning strategies, techniques; f home/ first ent policies; language introduces al language ation and iculum and	Assessment modes: Thi assessed by means of exa Semester 2: ESMZ312 Title: IsiZulu Language M Content: Theories of isiZu learning and teaching methods, strategies, approaches and interpretation and implem home/ first language curr assessment policies; appr standards of language	s module is amination NQF level: 6 lethod lu language ; teaching principles, techniques; hentation of ciculum and oaches and classroom he module rs to isiZulu teaching ation and language ent policies;	

Assessment modes: This module is assessed by means of Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.			Assessment modes: This module is assessed by means of Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.		
Module code:-	Semester1:ELGF311	NQF level: 6	Semester 2: ELGF312	NQF level: 6	
Title: Me	thod of English		Title: English language Me	ethod	
Content: History of teaching and learning of the English Language; subject policy documents for English First Additional Language Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials; micro teaching and lesson presentations.			Content: History of teaching and learning of the English language; subject policy documents for English First Additional Language; Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials, micro teaching and lesson presentations.		
students strategies be knowl and be al well as b	outcomes: This Module to various teaching ar and theories in English so f edgeable about the schoo ole to unpack its language eing able to use available tely, so as to plan, design t.	nd learning that they will I curriculum content, as e resources	Module outcomes: This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effective lessons.		
Method o	f delivery: Full Time		Method of delivery: Full Time		
by mean tests, as (50%) a	ent modes: This module s of Continuous assessm signments and lesson pi nd summative assessme examination (50%).	ent through resentations	Assessment modes: This assessed by means of C assessment through assignments and presentations (50%) and s assessment – first examination (50%).	Continuous tests, lesson summative	
Module code:-	Semester 1: EPPE411	NQF level: 7	Semester 2: EPSJ412	NQF level: 7	
Title: Ca	reer Education		Title: Social Justice and Human Rights		
Content: Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work.			principles of the c particularly those r human rights a environment. – Promote the pi	elated to and the ractice of attitudes e schools, at large. ate and rtive and	

Module outcomes: To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies dedicated to the study of careers. To ensure the relevance of the career educator in the school			learners. Practice and promote a sense of respect and responsibility towards others by inculcating a critical, committed and ethical attitude Module outcomes: The purpose of the module is to provide students with knowledge and understanding of social justice and human rights in South Africa		
Method o	f delivery: Full Time		Method of delivery: Full	Time	
	ent modes: This module of examination	is assessed	Assessment modes: This assessed by means of exa		
Module code:-	Semester 1:	NQF level:	Semester 2: EFCS112	NQF level:	
			Title: Citizenship Educat	ion	
1			Content: Key concepts in citizenship education, Importance of citizenship education, Ancient and modern concept of citizenship, History of citizenship in South Africa, The South African Constitution, Rights and responsibilities, Citizenship participation, Future of citizenship education in South Africa.		
			Module outcomes: To equip students with knowledge to demonstrate an understanding and appreciation of values and principles espoused in the Constitution. Discrimination on the basis of race, religion, culture, gender and xenophobia are addressed. Students are being prepared to be informed, active and responsible citizens in a democracy		
			Method of delivery: Full Time		
		Assessment modes: This module is assessed by means of Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in November			
Module code:-	Semester 1:	NQF level:	Semester 2: EPSR212	NQF level:	
			Title: Social Relations		
			types of relationships; dysf crisis in relationships; relating; differentiation of t	skills for	

consequences of gender roles and stereotypes
Module outcomes: To introduce students to the theoretical framework for understanding social relations and the method of how this should be taught and transmitted to learners.
Method of delivery: Full Time
Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

FED.13.1.1.4. EBDFT1 MODULES OFFERED IN OTHER FACULTIES
<u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR OUTCOMES
ON MODULES LISTED IN THE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER		
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL
APSY111	15	5	APSY112	15	5
AENG111	15	6	AENG112	15	6
AZUL151	15	6	AZUL152	15	6
SHMS01A	15	5			
SHMS02A	15	6	SHMS02B	15	6
AENG211	15	6	AENG212	15	6
AZUL241	15	6	AZUL242	15	6
APSY221	15	6			
AENG311	15	7	AENG312	15	7
AZUL331	15	7	AZUL332	15	7
AENG321	15	7	AENG322	15	7
AZUL321	15	7	AZUL342	15	7

FED.13.1.2. HISTORY AND LANGUAGE – EBDFT2 FED.13.1.2..1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – History and Language					
Module code	Descriptive name	Credits	NQFL	Co/Pre requisites	
ELLL111	Academic Literacy 1A (Language)	08	5	NONE	
EFIT111	Ideologies & Trends in Education	08	6	NONE	
AHIS111	History 1: Theory and Methods of History	15	6	NONE	
AENG111	English 1 Part A: Language and Literature	15	6	NONE	
AZUL151	Sounds, Words and their dynamics A (isiZulu)	15	6	NONE	
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE	
EPHA112	HIV/AIDS Education	08	6	NONE	
AHIS112	History 1: South African History	15	6	NONE	
AENG112	English 1 Part B: Language and Literature	15	6	NONE	

AZUL152	Translation, Interpretation, Traditional and Modern	15	6	NONE
	Literature (isiZulu)			
EPDL211	Human Development & Learning	08	6	NONE
AHIS211	19th and early 20th century Europe 1	15	6	AHIS111
AENG211	English 2 Part A: Language and Literature	15	6	AENG111
				AENG112
AZUL241	Sounds, Words and their Dynamics(B) Terminology and Lexicography (isiZulu)	15	6	AZUL151
ECTL212	Teaching & Learning Strategies	08	6	NONE
AHIS212	General Topics: 19th and early 20th century South Africa	15	6	AHIS112
AENG212	Translation, Sociolinguistics, Heritage and Literature	15	6	AENG111
	(isiZulu)			AENG112
AZUL242	English 2 Part B: Language and Literature	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMH311	Method of History 3A	15	7	AHIS111
				AHIS112
ELGF311	Method of English 3A	15	7	AENG111
				AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151
				AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMH312	Method of History 3B	12	7	AHIS111
				AHIS112
ESMZ312	Method of English 3B	12	7	AZUL151
				AZUL152
ELGF312	Method of isiZulu 3B	12	7	AENG111
				AENG112
EPIE411	Inclusive Education Studies	08	7	NONE

FOTD444		45	~	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
AHIS311	Archival skills and introduction to cultural museum studies and Heritage legislation	15	7	AHIS211
AHIS321	The Zulu Monarchy and KZN leaders in retrospect	15	7	AHIS211
AENG311	English 3 Part A: Language and Literature	15	7	AENG211 AENG212
AZUL331	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241
AENG321	Understanding a Novel, Short Stories and Essays	15	7	AZUL241
AZUL321	English 3 Part C: Language and Literature	15	7	AENG/211 AENG212
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
AHIS312	Colonial and Post Independent Africa	15	7	AHIS212
AHIS322	Totalitarian regimes and the Nuclear Age	15	7	AHIS212
AZUL332	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AZUL242
AENG312	English 3 Part B: Language and Literature	15	7	AENG211 AENG212
AZUL342	Understanding of Drama and Poetry (isiZulu)	15	7	AZUL242
AENG322	English 3 Part B: Language and Literature	15	7	AENG211 AENG212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.2..2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET HISTORY AND LANGUAGE. QUALIFICATION CODE: EBDFT2

Year Level 1			Year level 2			Year level 3		-	Year level 4		
First semeste	er	/	First semester		7	First semester	semester / First semester				
Module	Core/	Cr	Module code	Core/	G	Module code	Core/	Cr	Module	Core/	Cr
code	Ancillary			Ancillary/			Ancillary		code	Ancillarv/	
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C Ancinary	08
EFIT111	C	08	AHIS211	c /	15	ECAE311	c	08	ECTP411	c	16
AHIS111	C	15	Choose any of th	e following:-	1	ESMH311	C	16	-	of the following	1:-
Any of the fo	llowing:-		AENG211	E	15	Choose any of t	he following:-	/	AHIS311	E	15
AENG111	E /	15	AZUL241	E	15	ELGF311	E	16	AHIS321	E	15
AZUL151	E	15				ESMZ311	E	16	Choose any	of the following	4:-
									AENG311	E	15
									AZUL331	E	15
									Choose any	of the following	j:-
									AENG321	E	15
									AZUL321	E	15
Total 1st		46	Total 1st		38	Total 1st		48	Total 1st		69
semester			semester			semester			semester		
Year Level 1			Year level 2		•	Year level 3		Year level 4			
Second sem	ester		Second semester	r /		Second semest	er		Second seme	ester	
Module	Core	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module	Core/	Cr
ESCL112	C	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	AHIS212	С	15	EFMS312	С	08	EPRE412	С	08
AHIS112	С	15				ESMH312	С	12			
Any of the fo	v		Choose any of th			Choose any of t	v			of the following	
AENG112	E	15	AENG212	E	15	ESMZ312	E	12	AHIS312	E	15
AZUL152	E	15	AZUL242	E	15	ELGF 312	E	12	AHIS322	Е	15
										of the following	
									AENG312	E	15
									AZUL332	E	15
									Choose any		
									AZUL342	E	15
									AENG322	E	15
Total 2 nd		46	Total 2 nd		38	Total 2 nd		40	Total 2 nd		61
		Yea	r Inodules		Year	Modules			Year Modu	lles	
Year Level 1		10	Year level 2			Year level 3	1		Year level 4		1 00
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year		16	Year module		400	Year module		400	Year		400
Overall		108	Overall Total		108	Overall Total		120	Overall		162
Total curricu	lum credits									4	498

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.2..3. MODULE CONTENT AND OUTCOMES FOR EBDFT2-SEMESTER MODULES

FURTHER EDUCATION AND TRAINING	G (-HISTORY AND LANGUAGE) SEMESTER
Module Semester1: ESMH311 code:-	Semester2: ESMH312 NQF level:6
Title: Method of History	Title: Method of History
Content: - Understanding history and curricu and assessment policy system (cap - Contextualizing teaching and learn strategies and methods - Discovery strategy - Teaching and learning resources - Teaching aids	 bs) - Using historical sources in the teaching of the School History. Developing learners' interests in history outside the classroom. Essential Qualities of a History Teacher. Teaching emotive and controversial issues in history. The Historical Thinking. Teaching and Learning Resources. Assessment in history
Module outcomes: The purpose of module is to develop competent and crit educators who will add value to the teach and learning of History.	ical knowledge, skills and competencies
Method of delivery: Full Time Assessment modes: This module assessed by means of Continuous forma assessment through participation in cla assignments (academic and professio and presentations, summative assessm through examinations in June.	ass, nal) – 50% Summative
Module Semester1: ELGF311 code:-	NQFSemester2:NQFlevelELGF312level:6:6
Title: Method of English	Title: English language Method
documents for English First Addition Language Teaching and learning theo and strategies in English; assessm strategies; lesson design; design teaching and learning support materia micro teaching and lesson presentation	icy of the English language; subject policy documents for English First Additional Language; Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials, micro teaching and lesson presentations.
Module outcomes: This Module introdu students to various teaching and learn strategies and theories in English so that t will be knowledgeable about the sch	ing introduces students to various teaching and learning strategies and theories in

curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effectively. Method of delivery: Full Time Assessment modes: This module is	about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effective lessons. Method of delivery: Full Time Assessment modes: This module is assessed by means of Continuous				
assessed by means of Continuous	assessed by means of Continuous				
assessment through tests, assignments and	assessment through tests, assignments				
lesson presentations (50%) and summative	and lesson presentations (50%) and				
assessment – first semester examination	summative assessment – first semester				
(50%).	examination (50%).				
Module Semester 1: ESMZ311	Semester 2: ESMZ312 NQF				
code:-	level: 6				
Title: IsiZulu Language Method	Title: IsiZulu Language Method				
Content: Theories of isiZulu language	Content: Theories of isiZulu language				
learning and teaching; teaching methods,	learning and teaching; teaching methods,				
strategies, principles, approaches and	strategies, principles, approaches and				
techniques; interpretation and	techniques; interpretation and				
implementation of home/ first language	implementation of home/ first language				
curriculum and assessment policies;	curriculum and assessment policies;				
approaches and standards of language	approaches and standards of language				
classroom research.	classroom research.				
Module outcomes: The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research	Module outcomes: The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research				
Method of delivery: Full Time	Method of delivery: Full Time				
Assessment modes: This module is	Assessment modes: This module is				
assessed by means of Formative	assessed by means of Formative				
assessment through tests, assignments,	assessment through tests, assignments,				
teaching journals, reflections, attendance	teaching journals, reflections, attendance				
and participation and summative	and participation and summative				
assessment through an internally moderated	assessment through an internally				
final examination.	moderated final examination.				

FED.13.1.2..4. EBDFT2 MODULES OFFERED IN OTHER FACULTIES <u>NB:</u> PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMEST	ER		SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
AHIS111	15	6	AHIS112	15	6	
AENG111	15	6	AENG112	15	6	
AZUL151	15	6	AZUL152	15	6	
AHIS211	15	6	AHIS112	15	6	
AENG211	15	6	AENG212	15	6	
AZUL241	15	6	AZUL242	15	6	
AHIS311	15	7	AHIS312	15	7	
AHIS321	15	7	AHIS322	15	7	
AENG311	15	7	AENG312	15	7	
AZUL331	15	7	AZUL332	15	7	
AENG321	15	7	AENG322	15	7	
AZUL321	15	7	AZUL342	15	7	

FED.13.1.3.GEOGRAPHY AND LANGUAGE - EBDFT3FED.13.1.5.1.MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Geography and Language									
Module code	Descriptive name	Credits	NQFL	Co/Pre requisites					
ELLL111	Academic Literacy 1A (Language)	08	5	NONE					
EFIT111	Ideologies & Trends in Education	08	6	NONE					
SGES111	Introduction to Physical and Environmental Geography	15	6	NONE					
AENG111	English 1 Part A: Language and Literature	15	6	NONE					
AZUL151	Sounds, Words and their Dynamics A (isiZulu)	15	6	NONE					
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE					

EPHA112	HIV/AIDS Education	08	6	NONE
SGES112	Introduction to Human Geography	15	6	NONE
AENG112	English 1 Part B: Language and Literature	15	6	NONE
AZUL152	Translation, Interpretation Traditional and Modern Literature (isiZulu)	15	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
SGES211	Global Landforms and Cartography	15	6	SGES111
AENG211	English 2 Part B: Language and Literature	15	6	AENG111 AENG112
AZUL241	Sounds, Words and their Dynamics B, Terminology and Lexicography (IsiZulu)	15	6	AZUL151
ECTL212	Teaching & Learning Strategies	08	6	NONE
SGES212	Demographics, Health and Sustainable Development	15	6	SGES112
AENG212	English 2 Part B: Language and Literature	15	6	AENG111 AENG112
AZUL242	Translation, Sociolinguistics, Heritage and Literature (isiZulu)	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMG311	Method of Geography 3A	15	7	EGES111 EGES112
ELGF311	Method of English 3A	15	7	AENG111 AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151 AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMG312	Method of Geography 3B	12	7	EGES111 EGES112
ESMZ312	Method of isiZulu 3B	12	7	AZUL151

				AZUL152
ELGF312	Method of English 3B	12	7	AENG111
				AENG112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
SGES331	Land use and Natural resources Management	15	7	SGES211
SGES311	Urban Environment and Recreation Planning	15	7	SGES211
AENG311	English 3 Part A: Language and Literature	15	7	AENG211
				AENG212
AZUL331	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241
AENG321	English 3 Part C: Language and Literature	15	7	AENG211
				AENG212
AZUL321	Understanding a Novel, short stories and essays	15	7	AZUL241
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
SGES312	Environmental Management	15	7	SGES212
SGES322	Environmental Fieldwork & Research	15	7	SGES212
AENG312	English 3 Part B: Language and Literature	15	7	AENG211
				AENG212
AZUL332	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AZUL242
AENG322	English 3 Part D: Language and Literature	15	7	AENG211
				AENG212
AZUL342	Understanding of Drama and Poetry (isiZulu)	15	7	AZUL242
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.5.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (GEOGRAPHY AND LANGUAGE). QUALIFICATION CODE: EBDFT3

Year Level 1	Year level 2 Year level 3 Year level 4										
First semester		1	First semester		4	First semeste	r		First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ELLL111	Ancillary C	08	EPDL211	Ancillarv C	08	EALM311	Ancillary C	08	EPIE411	Ancillarv/ C	08
EFIT111	C	08	SGES211	C	15	ECAE311	C	08	ECTP411	С	16
SGES111	C	15	Choose any of the	followina:-		ESMG311	C	16	Choose any of t	he followina:-	
AENG111	C	15	AENG211	E	15	Choose any o	of the following:-	1	SGES331	E	15
AZUL151	С	15	AZUL241	E	15	ELGF311	E	16	SGES311	E	15
						ESMZ311	E	16	Choose any of t	he following:	
				/			/		AENG311	E	15
									AZUL331	E	15
	1						/		Choose any of t	he following:	
									AENG321	E	15
									AZUL321	E	15
Total 1st		61	Total 1st		38	Total 1st		48	Total 1st		69
semester	_/		semester Year level 2			semester Year level 3	/		semester		
Year Level 1 Second semester	_/		Second semester	_/		Second seme			Year level 4 Second semest		
Module code	Core/	Cr	Module code	Core/	Cr	Module	Core/	Cr	Module code	er Core/	Cr
ESCL112	C C	08	ECTL212	Core/	08	EDSE312	Core/	08	EAMS412	Core/	08
EPHA112		08	SGES212	C C	15	EFMS312	c c	08	EPRE412	c	08
SGES112	C C	15	30E3212		10	ESMG312	C C	12	Choose any of t	-	08
3013112	C	15				L310312		12	SGES312	E	15
/									SGES322	E	15
Any of the followin	a:		Choose any of the	following:		Choose any c	of the following:-		Choose any of t	-	15
AENG112	у Е	15	AENG212	C	15	ESMZ312	E	12	AENG312	E	15
AZUL152	E	15	AZUL242	C C	15	ELGF312	E	12	AZUL332	E	15
	L	15		Ŭ	15	2201312	·/ ·	12	Choose any of t	=	15
- / -		<u> </u>	/				/		AENG322	E	15
			/ /			· · · · · ·			AZUL342	E	15
Total 2 nd		46	Total 2 nd		38	Total 2 nd		40	Total 2 nd	-	61
semester			semester			semester			semester		Ŭ.
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200	1	32	ETSE300		32	ETSE400	1	32
Year module		16	Year module			Year			Year module		
Overall Total		123	Overall Total		108	Overall		120	Overall Total		162
ear level 1			year level 2			Total year			year level 4		
											513

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.5.3. MODULE CONTENT AND OUTCOMES EBDFT3 – SEMESTER MODULES

MODULE CONTENT AND OUTCOMES EBDFT3 – SEMESTER MODULE FURTHER EDUCATION AND TRAINING (GEOGRAPHY AND LANGUAGE SEMESTER COURSES						
Module code:-	Semester 1: ESMG311	NQF level:	Semester 2: ESMG312	NQF level:		
Title: Met	hod of Geography A		Title: Method of Geography B			
Content: Insight to the restructuring of the geography curriculum and the implementation of the National Curriculum Statement and the Curriculum and Assessment policy statement			Content: refer to the department of social sciences			
Module o	utcomes:		Module outcomes:			
By the end of the module, students should be equipped with:- competencies in developing critical educators who will add value to the teaching and learning of Geography			By the end of the module, students should be equipped with: - to be able to develop knowledge, skills and competencies essential for effective teaching and learning of geography in further education and training.			
Method o	f delivery: Full Time		Method of delivery: Full	Time		
Assessment modes: Continuous formative assessment through participation in class, assignments (academic and professional), and presentations and summative assessment through examination in June			Assessment modes: assessment 50% and assessment 50% examination	written		
Module code:-	Semester 1: ELGF311	NQF level: 6	Semester2: ELGF312	NQF level: 6		
Module code:-	Semester 1:		Semester2: ELGF312 Title: English language M	level: 6		
Module code:- Title: Mer Content: the Eng document Language strategies lesson de:	Semester 1: ELGF311 1: thod of English History of teaching and plish Language; subj s for English First Teaching and learning t in English; assessment sign; design of teaching a naterials; micro teaching	level: 6 learning of ect policy Additional heories and t strategies; and learning		level: 6 ethod aching and language; for English ; Teaching strategies in strategies; aching and als, micro		
Module code:- Title: Mei Content: the Eng document Language strategies lesson de: support m presentati Module o students strategies will be curriculum content, a resources	Semester 1: ELGF311 1: thod of English History of teaching and plish Language; subj s for English First Teaching and learning t in English; assessment sign; design of teaching a naterials; micro teaching	level: 6 learning of ect policy Additional heories and t strategies; and learning and lesson e introduces nd learning so that they the school its language se available	Title: English language M Content: History of tea learning of the English subject policy documents First Additional Language and learning theories and s English; assessment lesson design; design of te learning support materi	level: 6 lethod aching and language; for English s; Teaching strategies in strategies; aching and als, micro ntations. is Module they will be he school unpack its II as being resources lan, design		

Assessment modes: This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).			Assessment modes: This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).		
Module code:-	Semester1: ESMZ311	NQF level: 6	Semester 2: ESMZ312 NQF level:		
Title: Isiz	Zulu Language Method		Title: IsiZulu Language	Method	
Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies; approaches and standards of language classroom research.			Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies; approaches and standards of language classroom research.		
student te teaching implemen	outcomes: The module eachers to isiZulu addition methodology, interpre tation of language curr ent policies; and language	al language tation and iculum and	Module outcomes: The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research		
Method o	of delivery: Full Time		Method of delivery: Full	Time	
by means tests, a reflections summativ	ent modes: This module s of Formative assessm assignments, teaching s, attendance and partic e assessment through a d final examination.	ent through journals, ipation and	Assessment modes: Thi assessed by means of Fo assessment through tests assignments, teaching jou reflections, attendance ar participation and summati assessment through an ir moderated final examinat	rmative i, irnals, id ive iternally	

FED.13.1.5.4. EBDFT3 MODULES OFFERED IN OTHER FACULTIES <u>NB:</u> PLEASE REFER TO 2022 ARTS, FCAL, FSA HANDBOOKS FOR: OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMES	TER		SECOND SEMEST	SECOND SEMESTER				
MODULE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL			
SGES111	15	6	SGES112	15	6			
AENG111	15	6	AENG112	15	6			
AZUL151	15	6	AZUL152	15	6			
SGES211	15	6	SGES212	15	6			
AENG211	15	6	AENG212	15	6			
AZUL241	15	6	AZUL242	15	6			
SGES311	15	7	SGES312	15	7			
SGES312	15	7	SGES322	15	7			
AENG311	15	7	AENG312	15	7			
AZUL331	15	7	AZUL332	15	7			
AENG321	15	7	AENG322	15	7			
AZUL321	15	7	AZUL342	15	7			

FED.13.1.4. ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS – EBDFT4

FED.13.1.4.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Accounting/Business Management/Economics					
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites	
ELLL111	Academic Literacy 1A (Language)	08	5	NONE	
EFIT111	Ideologies & Trends in Education	08	6	NONE	
CECN101	Principles of Microeconomics	15	5	NONE	
CACC101	Accounting 1A	15	5	NONE	
CBMG101	Business Management 1A	15	5	NONE	
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE	
EPHA112	HIV/AIDS Education	08	6	NONE	
CECN102	Principles of Macroeconomics		5	NONE	
CACC102	Accounting 1B	15	5	NONE	
CBMG102	Business Management 1B	15	5	NONE	

EPDL211	Human Development & Learning	08	6	NONE
CECN201	Intermediate Microeconomics	15	6	CECN101
				CECN102
CACC201	Financial Accounting for Companies	15	6	CACC101
CBMG201	Marketing Management	15	6	NONE
CBIS101	Business Information Systems 1A	15	6	NONE
ECTL212	Teaching & Learning Strategies	08	6	NONE
CECN202	Intermediate Macroeconomics	15	6	CECN101 CECN102
CACC202	Group Statements, Leases and Taxes	165	6	CACC101 CACC102
CBMG202	Financial Management	15	6	CBMG102
CBIS102	Business Information Systems 1B	15	6	NONE
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESME311	Method of Economics 3A	16	7	CECN101 CECN102
ESCC311	Method of Accounting 3A	16	7	CACC101
ESMB311	Method of Business Management 3A	16	7	CBMG101 CBMG102
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESME312	Method of Economics 3B	12	7	CECN101 CECN102
ESCC312	Method of Accounting 3B	12	7	CACC101 CACC102
ESMB312	Method of Business Management 3B	12	7	CBMG101 CBMG102
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
CBMG301	Business Management 3A	15	7	CBMG201
CBMG311	Strategic Marketing 3A	15	7	CBMG201

CECN301	Public and Monetary Economics	15	7	CECN201 CECN202
CECN311	Labour and International Economics	15	7	CECN201 CECN202
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
CBMG302	Business Management 3B	15	7	CBMG202
CBMG312	Strategic Management 3B	15	7	CBMG202
CECN302	Development Economics	15	7	CECN201 CECN202
CECN312	Economic Research and Econometrics	15	7	CECN201 CECN202
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

First semester Module code ELLL111 EFIT111 CECN101 CACC101 CBMG101	Core/ Ancillary/ C C C C C C	Cr 08 08 15 15 15	CECN201	Core/ Ancillary/ C o of the following:-	Cr	First semester Module code EALM311	Core/ Ancillary	Cr	First semester Module code	Core/	Cr	
ELLL111 EFIT111 CECN101 CACC101	Ancillary/ C C C C C C	08 08 15 15	EPDL211 Choose any two CECN201	Ancillary/ C				Cr	Module code		Cr	
EFIT111 CECN101 CACC101	C C C C C	08 15 15	Choose any two CECN201	C o of the following:-	08	EALM311	Ancillary					
EFIT111 CECN101 CACC101	C C C	08 15 15	Choose any two CECN201	o of the following:-	08	EALM311				Ancillary/		
CECN101 CACC101	C C	15 15	CECN201	<u> </u>	1		С	08	EPIE411	С	08	
CACC101	C	15			/	ECAE311	С	08	ECTP411	С	16	
	/		0100001	E	15	Choose any two	o in accordanc	e with	Choose two of	the following:-		
CBMG101	С	15	CACC201	E	15	ESME311	Ē	16	CBMG301	E	15	
		15	CBMG201	E	15	ESCC311	E	16	CBMG311	E	15	
			CBIS101	E	15	ESMB311	E	16	Or			
									CECN301	E	15	
									CECN311	E	15	
Total 1st		61	Total 1st		38	Total 1st		48	Total 1st		54	
semester Year Level 1	_/		semester Year level 2			semester Year level 3	· /		semester Year level 4		<u> </u>	
Second semeste	er /		Second semest				Second semester			Second semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	
ESCL112		08	ECTL212	С	08	EDSE312	c	08	EAMS412		08	
EPHA112	c	08	Choose any two of the following:-		EFMS312	d	08	EPRE412		08		
CECN102	с	15	CECN202	E	15	Choose any two in accordance with		Choose two of the following:-		<u> </u>		
CACC102	С	15	CACC202	E	15	ESME312	Ē	12	CBMG302		15	
CBMG102	С	15	CBMG202	F	15	ESCC312	E	12	CBMG312		15	
			CBIS102	E	15	ESMB312	E	12	Or		4	
									CECN302		15	
									CECN312		15	
Total 2 nd		61	Total 2 nd		38	Total 2 nd		40	Total 2 nd		46	
semester Year Modules			semester			semester			semester		<u> </u>	
Year Level 1			Year level 2			Year level 3			Year level 4			
ETSE100		16	ETSE200	[32	ETSE 00	1	32	ETSE400	[32	
Year module credit		16	Year module credit		32	Year module credit		32	Year module credit		32	
overall Total year level 1		138	Overall Total year level 2		108	Overall Total year level 3		120	Overall Total year level 4		132	
Total credits f	for the curric	ulum									498	

FED.13.1.4.2. Qualification Name: Bachelor of Education: FET (Accounting/Business Management/Economics). Qualification Code: EBDFT4

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.4.3. MODULE CONTENT AND OUTCOMES EBDFT4 – SEMESTER MODULES

FURTHER EDUCATION AND TRAINING (ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS) - SEMESTER COURSES

Module	ENT/ECONOMICS) – SEMES Semester 2: ESCC311	NQF	-	ester 2: ESCC312	NQF
code:-		level:			level:
Title: Met	hod of Accounting	Title:	Method Accounting		
Content:			Cont	ent:	
Acco – Acco – Tea Acco – Asso	ndations of teaching and learni bunting; bunting education policy docun ching and learning strategies ir bunting; essment in Accounting;	nents;		Management of Acco teaching and learning schools; Curriculum differentia adaptive e teaching i Accounting; Classroom research Accounting; Develop pedagogical knowledge; Pre-conceptions in Accounting.	g in ation and n in
Module o	utcomes:		Modu	ule outcomes:	
By the e equipped	nd of the module, students with: -	should be	By the end of the module, students should be able to: -		
fourn Acca - Kno relea lean - Skill and of A - Skill Acca curr - Kno asse - Kno	wledge and understanding of the dations of teaching and learning bunting; wledge and understanding of the vant policies in Accounting teaching; s to use appropriate strategies techniques in the teaching and coounting; s to design appropriate lesson bunting taking into account the shing, learning, child development iculum needs. wledge to design appropriate essment strategies in Accounting wledge to design, select and are ropriate teaching and learning serials for Accounting.	ng in he ching and , methods I learning plans in ories of ent and ng; dapt	_	Use elementary stati information to manage teaching, learning an assessment in Accou Demonstrate compet assessing and monit learner progress and achievement in Accou Use the results of assist to improve teaching a learning of Accountin Adapt lessons and assessment tasks to accommodate learner different learning provide Accounting; Demonstrate compet learn from available of in order to improve the the Accounting classist to enhance their own academic learning; Develop content knop plan, implement and	ye d unting; wence in oring unting; sessment and g; ers with blems in research seaching in room and wledge to

		effective teaching and learning experiences in Accounting; – Evaluate curriculum policies in Accounting.					
Method of o	delivery: Full Time		Method of delivery: Full	Time			
	It modes: This module is research which is assessed on	by means	Assessment modes: This is coursework/research what assessed by means of example.	hich is			
Module code:-	Semester 1: ESME311	NQF level:	Semester 2: ESME312	NQF level:			
Title: Metho	d of Economics	-	Title: Method of Economic	cs			
specific tea	valuation / assessment in e ching methods, use of lea oport materials	Content: Teaching economics, creating quality learning environment, teaching large classes, types of lessons, principles applicable to teaching economics.					
Module out	comes:		Module outcomes:				
equipped wit on the su	of the module, students th:-will enable students to imp bject economics to learn teaching and learning strateg	oart insight ers using	By the end of the module, students should be equipped with: - students will be enabled to impart insight on the subject Economics to learners using appropriate teaching and learning strategies.				
Method of c	delivery: Full Time		Method of delivery: Full Time				
research,	it modes: tests, assignment presentations, tasks, and amination	Assessment modes: continuous formative assessment – test assignment, presentation and summative assessment through examination in November.					
Module code:-	Semester 2: ESMB311	NQF level:	Semester 2: I ESMB312	NQF level:			
Title: Busine	ess Studies Education A	Title: Method of Business Management					
Business S policy docur in Business	oundation of teaching and I studies, Business Studies ments, Teaching and learnin s Studies, Assessment in sson design in Business	Content: Approaches in the Teaching of Business Management (Heuristic Methods). Evaluation/ Assessment in Business Management. Use of Teaching Aids/ learning and					

Learning and teaching support materials in Business Studies.	Teaching Support Materials in Business Management. Subject Organisation in Business Management.
Module outcomes:	Module outcomes:
 By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies. Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies. Design appropriate lesson plans in Business Studies teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Business Studies. 	The module introduces the students to principles of educative teaching and learning as adapted for business management studies.
Business Studies. Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is coursework/research which is assessed by means of examination	Assessment modes: This module is assessed by means of examination

FED.13.1.4.4. EBDFT4 MODULES OFFERED IN OTHER FACULTIES <u>NB:</u> PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR: OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER				
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL		
CECN101	15	5	CECN102	15	5		
CACC101	15	5	CACC102	15	5		
CBMG101	15	5	CBMG102	15	5		
CECN201	15	6	CECN202	15	6		
CACC201	15	6	CACC202	15	6		
CBMG201	15	6	CBMG202	15	6		
CBIS101	15	6	CBIS102	15	6		
CBMG301	15	7	CBMG302	15	7		
CBMG311	15	7	CBMG312	15	7		

CECN301	15	7	CECN302	15	7
CECN311	15	7	CECN312	15	7

FED.13.1.5.HISTORY AND GEOGRAPHY – EBDFT5FED.13.1.5.5.MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor o Geography	f Education: Further Edu	cation and	Training – I	History and
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & Trends in Education	08	6	NONE
SGES111	Introduction to Physical and Environmental Geography	15	5	NONE
AHIS111	History 1: Theory and Methods of History	15	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
SGES112	Introduction to Human Geography	15	5	NONE
AHIS112	History 1: South African History	15	5	NONE
EPDL211	Human Development & Learning	08	6	NONE
SGES211	Global Landforms & Cartography	15	6	SGES111
AHIS211	19 th and early 20 th Century Europe	15	6	AHIS111
ARTO111	Introduction to Tourism	15	6	NONE
SSTT111	Elementary Statistics for Science Students	15	6	NONE
ECTL212	Teaching and Learning Strategies	15	6	NONE
AHIS212	General Topics 19 th and early 20 th century South Africa	15	6	AHIS112
SGES212	Demographics, Health and Sustainable Development	15	6	SGES112
ARTO112	Business Tourism	15	6	NONE
SHYD222	Geographical Information Systems	15	6	NONE

EALMS311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMG311	Method in Geography 3A	16	7	EGES112
ESMH311	Methods of History 3A	16	7	AHIS211
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMG312	Method of Geography 3B	12	7	EGES211
ESMH312	Method of History 3B	12	7	AHIS112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
AHIS311	Archival Skills and Introduction to Cultural museum studies and	15	7	AHIS211
AHIS321	The Zulu Monarchy and KZN Leaders in Retrospect	15	7	AHIS211
SGES331	Land use and Natural Resource Management	15	7	SGES211
SGES311	Urban Environment and Recreation Planning	15	7	SGES211
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to research in Education	08	7	NONE
AHIS312	Colonial and Post independent Africa	15	7	AHIS212
AHIS322	Totalitarian Regimes and the Nuclear age	15	7	AHIS212
SGES312	Environmental Management	15	7	SGES212
SGES322	Environmental Fieldwork and research	15	7	SGES212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.5.6. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (HISTORY AND GEOGRAPHY). QUALIFICATION CODE: EBDFT5

Year Level 1			Year level 2	Year level 3 Year level 3			Year level 4					
First semester			First semester			First semester			First semester	First semester		
Module code	Core/	Cr 🤺	Module code	Core/	Cr 🖌	Module code	Core/	Cr 🥖	Module code	Core/	Cr	
	Ancillary			Ancillary/			Ancillary/			Ancillary/		
ELLL111	С	9 8	EPDL211	С	9 8	EALMS311	С	08	EPIE411	С	08	
EFIT111	С	08	SGES211	С	15	ECAE311	С	08	ECTP411	С	16	
SGES111	С	15	AHIS211	С	15	ESMG311	С	16	Any of the following	:-		
AHIS111	С	15	Any of the following:-	/	/	ESMH311	С	16	AHIS311	E	15	
	/		ARTO111	E	15		/		AHIS321	E	15	
			SSTT111	E	15				Any of the following	:-		
									SGES331	С	15	
									SGES311	С	15	
Total 1st		46	Total 1st semester		53	Total 1st		48	Total 1st semester		54	
Year Level 1			Year level 2			Year level 3			Year level 4			
Second semester			Second semester			Second semest	er /		Second semester			
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08	
EPHA112	С	08	AHIS212	С	15	EFMS312	С	08	EPRE412	С	08	
SGES112	С	15	SGES212	С	15	ESMG312	С	12	Any of the following	:-		
AHIS112	С	15	Any of the following:-			ESMH312	С	12	AHIS312	E	15	
			ARTO112	E	15				AHIS322	E	15	
			SHYD222	E	15				Any of the following	:-		
									SGES312	E	15	
									SGES322	E	15	
Total 2 nd		46	Total 2 nd semester		53	Total 2 nd		56	Total 2 nd		46	
Year Modules												
Year Level 1			Year level 2			Year level 3			Year level 4			
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32	
Year module		16	Year module credit			Year module			Year module			
Øverall Total year level 1		108	Overall Total year level 2		138	Overall Total year level 3		136	Overall Total year level 4		132	
Total credits for	r the curric	ulum									514	

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.5.7. MODULE CONTENT AND OUTCOMES FOR EBDFT5

FURTHER E	EDUCATION AND TRAIN	ORY AND GEOG	RAPHY) –			
Module code:-	Semester1: ESMG311	NQF level: 7	Semester 2: ESMG312	NQF level: 7		
Title: Method	of Geography A		Title: Method of G	eography B		
geography cu the National	sight to the restructuring urriculum and the impleme Curriculum Statement nd Assessment policy statem	ntation of and the	Content: refer department of soc	to the al sciences		
Module outc	omes:		Module outcome	6:		
equipped with	of the module, students s n:- competencies in developi no will add value to the tead eography	ing critical	By the end of the module, students should be equipped with: - to be able to develop knowledge, skills and competencies essential for effective teaching and learning of geography in further education and training.			
Method of de	elivery: Full Time		Method of delivery: Full Time			
assessment t assignments	modes: Continuous formati hrough participation in class (academic and professional) and summative assessmen n June	,), and	Assessment modes: formative assessment 50% and summative assessment 50% written examination			
Module code:-	Semester 1: ESMH311	NQF level: 7	Semester 2: ESMH312	NQF level: 7		
Title: Method	d of History		Title: Method of History			
Content:			Content:			
assessr – Context strategie – Discove	anding history and curricu nent policy system (caps) ualizing teaching and es and methods rry strategy g and learning resources ig aids	 The School I Using histor in the teach School Histor Developing interests outside the construction Essential Quarticity Teach 	ical sources hing of the ry. learners' in history lassroom. ualities of a			

Module outcomes: The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of History.	Module outcomes: To develop knowledge, skills and competencies essential for effective teaching and learning of History in Further Education and Training.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.	Assessment modes: This module is assessed by means of formative: - - 50% Summative - 50%Written Examinations

FED.13.1.5.8. MODULE CONTENT AND OUTCOMES FOR EBDFT5

COURSE COURSES	Year Level 1: ETSE100	NQF level: 5			
Module code		NGF level. 5			
Title: School Experie	nce 1				
Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).					
	This module aims to expose students to the schoo ler, in the care of a school mentor	ol experience from the			
Method of delivery:	Full Time				
Assessment modes: This module is assessed during the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator					
Module code:- Year Level: ETSE200 NQF level: 6					
wodule code:-	Year Level: ETSE200	NQF level: 6			
Title: School Experie		NQF level: 6			
Title: School Experie Content: Learning observation with limi		ed classrooms and			
Title: School Experie Content: Learning observation with limi	nce 2 in practice (lesson demonstrations/ simulate ted lessons in teaching two subjects/ universit	ed classrooms and			
Title: School Experie Content: Learning observation with limi based) (practical kno Module outcomes: The purpose of this	nce 2 in practice (lesson demonstrations/ simulate ted lessons in teaching two subjects/ universit	ed classrooms and y based and schoo			
Title: School Experie Content: Learning observation with limi based) (practical kno Module outcomes: The purpose of this	nce 2 in practice (lesson demonstrations/ simulate ted lessons in teaching two subjects/ universit weldge and subject pedagogical knowledge). module is to give students the opportunity to ne school experience.	ed classrooms and y based and schoo			

	vritten on observed experiences. The focus is	s on how to improve the			
observed experiences	s for future implementation				
Module code:-	Year Level 3: ETSE300	NQF level: 7			
Title: : School Exper	ience 3				
Content: Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge).Students will be able to plan, prepare and implement a lesson, learning from and through experience.					
Module outcomes:					
experiences, and be professional and pa	tudent to have the opportunity to be expose a able to develop the knowledge, skills an assionate teacher. Students will develop is, methods and essential teaching skills.	d values required of a			
Method of delivery:	Full Time				
	This module is assessed by means of a m in the second semester. Lecture and mento				
Module code:-	Year Level 4: ETSE400	NQF level: 7			
Title: : School Exper	ience 4				
Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge).					
Module outcomes:					
The aim is to let the student develop and produce a high-quality action research-based portfolios of evidence					
Method of delivery: Full Time					
Teaching and Learning	This module is assessed by means of ng Committee –approved framework linking t nt principles, rubric-assessed, submitted bef ned.	heory and experiences,			

FED.13.1.5.9. EBDFT5 MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR: -OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
SGES111	15	5	SGES112	15	5	
AHIS111	15	5	AHIS112	15	5	
SGES211	15	6	SGES212	15	6	
AHIS211	15	6	AHIS212	15	6	
ARTO111	15	6	ARTO112	15	6	

SSTT111	15	6	SHYD222	15	6
AHIS311	15	7	AHIS312	15	7
AHIS321	15	7	AHIS322	15	7
SGES331	15	7	SGES312	15	7
SGES311	15	7	SGES322	15	7

COMPUTER SCIENCE AND MATHEMATICS – EBDFT6 FED.13.1.6. FED.13.1.6.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Computer Science and Mathematics						
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites		
ELLL111	Academic Literacy 1A(Language)	08	5	NONE		
EFIT111	Ideologies & Trends in Education	08	6	NONE		
CSPS111	Introductory Computing	15	5	NONE		
SMTH111	Calculus 1	15	5	NONE		
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE		
EPHA112	HIV/AIDS Education	08	6	NONE		
CSPS112	Introductory Systems Programming	15	6	NONE		
SMTH112	Calculus 2	15	6	NONE		
EPDL211	Human Development & Learning	08	6	NONE		
SCPS211	Data Structures & Algorithms	15	6	CSPS111		
SMTH221	Advanced Calculus	15	6	SMTH111		
ECTL212	Teaching & Learning Strategies	08	6	NONE		
SCPS212	Introductory Software Engineering	15	6	CSPS111 SMTH111		
SMTH222	Linear Algebra & Differential Equations	15	6	CSPS111 SMTH111		
EALM311	School Leadership & Management	08	7	NONE		
ECAE311	Assessment in Education	08	7	NONE		
ESCM311	Method of Computers 3A	17	7	CSPS111		
				SMTH111		

ESMC311	Method of Mathematics 3A (FET	17	7	CSPS111
	Phase)			SMTH111
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESCM312	Method of Computers 3B	17	7	CSPS112
				SMTH112
ESMC312	Method of Mathematics 3B (FET Phase)	17	7	CSPS112
	rilase)			SMTH112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
SCPS311	Advanced Programming Techniques	15	7	CSPS111
	rechniques			SCPS211
SMTH311	Abstract Algebra	15	7	SMTH221 SMTH222
SMTH321	Real Analysis	15	7	SMTH111
				SMTH222
SCPS321	Systems programming	15	7	SCPS211
EAMS412	Management of School Systems & Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to research in Education	08	6	NONE
SCPS312	Distributed Systems Development	15	7	SCPS211
				SCPS212
SMTH312	Graph Theory	15	7	SMTH221
				SMTH222
SMTH322	Complex Analysis	15	7	SMTH221
				SMTH222
SCPS322	Final Year Project	15	7	SCPS212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 CSPS111 CSPS112 SMTH111

				SMTH112
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.6.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (COMPUTER SCIENCE AND MATHEMATICS). QUAL CODE: EBDFT6

Year Level 1			Year level 2			Year level 3			Year level 4		
First semeste	ər		First semeste	er		First semester			First semeste	er	
Module code	Core/	Cr 🖊	Module code	Core/	Cr 🖊	Module code	Core/	Cr 🖊	Module code	Core/	Cr
	Ancillary/El ective			Ancillary/E lective			Ancillary/E lective			Ancillary/E lective	
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	SCPS211	С	15	ECAE311	С	ø 8	ECTP411	С	16
CSPS111	С	15	SMTH221	С	15	ESCM311	С	17	Any one of th	e following:-	
SMTH11	С	15				ESMC311	С	17	SCPS311	E	15
					/			/	SMTH311	E	15
									Any one of th	e following:-	
									SMTH321	E	15
									SCPS321	E	15
Total 1st		46	Total 1st		38	Total 1st		50	Total 1st		54
semester	/		semester			semester			semester		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second sem			Second seme			Second semest		_	Second seme		
Module	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
code	Ancil/ary/El			Aucillary/E			Ancillary/E			Ancillary/E	
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	E	08
EPHA112	С	08	SCPS212	С	15	EFMS312	С	08	EPRE412	E	08
CSPS112	С	15	SMTH222	С	15	ESCM312	С	17	SCPS312	E	15
SMTH112	С	15				ESMC312	С	17	Or	•	
	/								SMTH312	E	15
/									SMTH322	E	15
/									Or		
									SCPS322	E	15
Total 2 nd		46	Total 2 nd		38	Total 2 nd		50	Total 2 nd		46
semester			semester			semester			semester		
Year Module	s										
Year Level 1			Year level 2			Year level 3			Year level 4	1	
ETSE100		16	ETSE200		32	ET9E300		32	ETSE400		32
Year		16	Year			Year module			Year		
Overall		108	pverall		108	Overall Total		132	Overall		132
Jotal year			Total year			vear level 3			Total year		
- · · · · · · · · · · · · · · · · · · ·	for the curric	ulum									480

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.6.3. MODULE CONTENT AND OUTCOMES FOR EBDFT6

	R EDUCATION AND ATICS) – SEMESTER CO		(COMPUTER SCIENC	E AND	
Module code:-	Semester1: ESMC311	NQF level:	Semester 2: ESMC312	NQF level:	
Title: Me	ethod of Computer 3A		Title: Method of Com	outer 3B	
and asse and le manager climate,	nding your students, cu essment policy statem esson planning, cl nent I: establishing the	Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			
equip compreh- backgrou current Compute	ensive understanding ind issues and practic teaching and lear	with a of the e of the ning of ormation	Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.		
Method	of delivery: Full Time		Method of delivery: Full Time		
	n ent modes: This m I by means of examinat		Assessment modes: This module is assessed by means of examination		
Module code:-	Semester1: ESCM311	NQF level:	Semester 2: ESCM312	NQF level:	
	ethod of Computer		Title: Method of Com	puter	
and asse and le manager climate,	The effective nding your students, cu essment policy statem esson planning, cl nent I: establishing the classroom manager g student engagement.	teacher, understandin students, curriculun assessment policy sta unit and lesson p classroom managen establishing the climate, cla	n and atement, planning, nent I:		

Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.	Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.	Assessment modes: This module is assessed by means of 30% Tests and 30% any combination of the following:			

FED.13.1.6.4. EBDFT6 MODULES OFFERED IN OTHER FACULTIES <u>NB:</u> PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR: OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
SCPS111	15	5	SCPS112	15	5	
SMTH111	15	5	SMTH112	15	5	
SCPS211	15	6	SCPS212	15	6	
SMTH221	15	6	SMTH222	15	6	
SCPS311	15	6	SCPS312	15	6	
SMTH311	15	7	SMTH312	15	7	
SMTH321	15	7	SMTH322	15	7	
SPCS321	15	7	SPCS322	15	7	

FED.13.1.7.PHYSICAL SCIENCE AND MATHEMATICS – EBDFT7FED.13.1.7.1MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

	Bachelor of Education: Further Education and Training – Physical Science and Mathematics						
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites			
ELLL111	Academic Literacy 1A (Language)	08	5	NONE			
EFIT111	Ideologies and trends in Education	08	6	NONE			
SCHM111	General Chemistry A	15	5	NONE			
SPHY111	Classical Mechanics and Properties of Matter	15	5	NONE			
SMTH111	Calculus 1	15	5	NONE			
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE			
EPHA112	HIV/AIDS Education	08	6	NONE			
SCHM112	General Chemistry	15	6	NONE			
SPHY112	Nuclear Physics, Electromagnetism and Modern Physics	15	6	NONE			
SMTH112	Calculus 2	15	6	NONE			
EPDL211	Human Development & Learning	08	6	NONE			
SCHM211	Analytical & Inorganic	15	6	SCHM111			
	Chemistry 2			SCHM112			
SPHY211	Mechanics, Special	15	6	SPHY111			
	Relativity & Properties of Matter			SMTH111			
				SPHY112			
				SMTH112			
SMTH221	Advanced Calculus	15	6	SMTH111			
ECTL212	Teaching & Learning Strategies	08	6	NONE			

SCHM212	Organic & Physical	15	6	SCHM111
	Chemistry 2			SCHM112
SPHY212	Modern Physics	15	6	SPHY111
	Photonics & Waves			SMTH111
				SPHY112
				SMTH112
SMTH222	Linear Algebra &	15	6	SMTH111
	Differential Equations			SMTH112
EALM311	School Leadership &Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESPS311	Method of Physical Science A	17	7	SPHY111
	Science A			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
ESMC311	Method of Mathematics 3A (FET Phase)	17	7	SPHY111
	SA (FET Phase)			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESPS312	Method of Physical Science B	17	7	SPHY111
	Science B			SMTH111
				SPHY112
				SMTH112 SCHM111

				SCHM112
ESMC312	Method of Mathematics	17	7	SPHY111
	3B (FET Phase)			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
SCHM311	Organic Chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
SPHYM311	Quantum & Statistical	15	7	SPHY111
	Physics			SPHY112
				SMTH111
				SMTH112
				SMTH221
SMTH311	Abstract Algebra	15	7	SMTH221
				SMTH222
SCHM321	Physical Chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
				SPHY212
SPHY321	Electronic, Circuits, and	15	7	SPHY111
	Devices			SPHY112
SMTH321	Real Analysis	15	7	SMTH111
				SMTH222
EAMS412	Management of School Systems & Extra- curricular activities	08	7	NONE

EPRE412	Introduction to Research in Education	08	7	NONE
SCHM312	Inorganic chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
SPHY312	Nuclear Physics &	15	7	SPHY111
	Applications			SPHY112
SMTH312	Graph Theory	15	7	SMTH111
				SMTH222
SCHM322	Analytical Chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
SPHY322	Solid State Physics and	15	7	SPHY111
	Materials Science			SPHY112
				SPHY212
				SMTH222
SMTH322	Complex Analysis	15	7	SMTH111
				SMTH222
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
				SPHY111
				SPHY112
				SCHM111
				SCHM112
				SMTH111
				SMTH112
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.7.2 Qualification Name: Bachelor of Education: FET (Physical Science and Mathematics). Qualification Code: EBDFT7

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester	First semester	
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/El	Cr	Module code	Core/ Ancillary/El	Cr	Module code	Core/ Ancillary/E	Cr
ELLL111	Elective C	08	EPDL211	ective C	08	EALM311	ective C	08	EPIE411	C lective	08
EFIT111	C	08	SCHM211	C	15	ECAE311	C	08	ECTP411	C	16
SCHM111	C	15	SPHY211	C	15	ESPS311	C	17	Any one of the fe	-	10
SPHY111	C	15	SMTH221	C /	15	ESMC311	C	17	SCHM311	E	15
SMTH111	C	15	311111221	C /	15	ESIVICSTI	C	/	SPHYM311	E	15
30011111	C	15		/				/	SMTH311	E	15
								(Any one of the fo	=	15
	/						- /		SCHM321	E	15
	/			/			- /		SCHM321 SPHY321	E	15
				/			├		SMTH321	E	15
-										E	-
Total 1st semester		61	Total 1st semester		53	Total 1st semester		50	Total 1st semester		54
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester	1		Second semester	-/		Second semester	. /		Second semester		
Module code	Core/	Cr	Module code	¢ore/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	С	08	ECTL212	c	08	EDSE312	C	08	EAMS412	С	08
EPHA112	С	08	SCHM212	С	15	EFMS312		08	EPRE412	С	08
SCHM112	С	15	SPHY212	С	15	ESPS312	ć	17	Any one of the fo	llowing:	
SPHY112	С	15	SMTH222	С	15	ESMC312	с	17	SCHM312	E	15
SMTH112	С	15							SPHY312	E	15
	-	-							SMTH312	E	15
			- /-			/			Any one of the fo	llowina:	-
			- /						SCHM322	E	15
									SPHY322	E	15
						/			SMTH322	E	15
Total 2 ^{1d} semester		61	Total 2 nd		53	Total 2 nd		50	Total 2 nd		46
			semester			semester			semester		
					Year N	lodules /					
Year Level 1			Year level 2			Year level 3			Year level 4		
TSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year module credit		16	Year module			Year module			Year module		
Overall Total year level 1		138	Øverall Total Vear level 2		138	Operall Total year level 3		132	Overall Total year level 4		132
Total credits for th		m									540

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.7.3 MODULE CONTENT AND OUTCOMES FOR EBDFT7

FURTHER EDUCATION AND TRAINING (PHYSICAL SCIENCE AND MATHEMATICS) – SEMESTER COURSES					
Module code:-	Semester1:ESMC311	NQF level	Semester 2: ESMC312	NQF level:	
Title: Meth	od of Computer 3A		Title: Method of Computer	3B	
Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.		
Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.		
Method of	delivery: Full Time		Method of delivery: Full Tir	ne	
Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.		Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: ESPS311	NQF level:	Semester 2: ESPS312	NQF level:	
code:-	Semester 1: ESPS311 od of Physical Science 3	NQF level:	Semester 2: ESPS312 Title: Method of Physical	level:	
code:- Title: Meth Content: M becoming a science an Learning in Practical wo Curriculum Grades 10- Learning Te the Physica Science, Qu Children's		NQF level: A Models of yone learn ing about reness of g Science, Statement- age in the ceptions in Teaching a to Guide		level: Science 3B Models and parning, The the Learning Scientific the quality of the scientific ation for the d science	
code:- Title: Meth Content: M becoming a science an Learning in Practical wo Curriculum Grades 10- Learning Te the Physica Science, Qu Children's plans, Asse Module o knowledge	od of Physical Science 3 etaphors for the Teacher, a teacher, why should any d why teach it? Think n Science, The effective rk in Teaching and Learnin and Assessment Policy S 12, The Role of Langua aching of Science, Miscon- l Sciences, Strategies for jestioning and Responding inquiry, Developing scien	NQF level: A Models of yone learn ing about reness of g Science, Statement- age in the ceptions in Teaching g to Guide icce lesson	Title: Method of Physical Content: Using Simulations, Animations for Science Le Role of Language in th Teaching of Science, Epistemology, Enhancing th arguments in school science argumentation as a founda design of inquiry-base teaching, Teaching Critical T Problem-Solving Skills, Beliefs Module outcomes: provide	level: Science 3B Models and earning, The the Learning Scientific the quality of ze, Scientific ation for the d science Thinking and Teachers' de students levelop as individuals nitiative and	
code:- Title: Meth Decoming a science an Learning in Practical wo Curriculum Grades 10- Learning Te the Physica Science, Qu Children's plans, Asse Module o knowledge facilitate at I Phase.	od of Physical Science 3 etaphors for the Teacher, a teacher, why should any d why teach it? Think n Science, The effective rk in Teaching and Learnin and Assessment Policy S 12, The Role of Langua aching of Science, Miscon- al Sciences, Strategies for jestioning and Responding inquiry, Developing scien ssing Constructively utcomes: Equip stude and skills required to	NQF level: A Models of yone learn ing about reness of g Science, Statement- age in the ceptions in Teaching g to Guide icce lesson	Title: Method of Physical Content: Using Simulations, Animations for Science Le Role of Language in th Teaching of Science, Epistemology, Enhancing th arguments in school science argumentation as a founda design of inquiry-base teaching, Teaching Critical T Problem-Solving Skills, Beliefs Module outcomes: provide with opportunity to d professional and reflexive who are able to take in responsibility in an aca	level: Science 3B Models and earning, The he Learning Scientific ne quality of the quality of the science Thinking and Teachers' de students evelop as individuals itiative and demic and	

tests, assignments, teaching journals, reflections,	formative assessment through
attendance and participation and summative	participation in class, assignments
assessment through an internally moderated final	(academic and professional) and
examination.	presentations, summative assessment
	through examinations

FED.13.1.7.4 EBDFT7 MODULES OFFERED IN OTHER FACULTIES

<u>NB:</u> PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR OUTCOMES ON MODULES LISTED IN THIS PAGE THAT ARE OFFERED IN OTHER FACULTIES SEE TABLE BELOW:

FISRT SEMESTER			SECOND SEMESTER		
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL
SCHM111	15	5	SCHM112	15	6
SPHY111	15	5	SPHY112	15	6
SMTH111	15	5	SMTH112	15	6
SCHM211	15	5	SCHM212	15	6
SPHY211	15	5	SPHY212	15	6
SMTH221	15	5	SMTH222	15	6
SCHM311	15	7	SCHM312	15	7
SPHY311	15	7	SPHY312	15	7
SMTH311	15	7	SMTH312	15	7
SCHM321	15	7	SCHM322	15	7
SPHY321	15	7	SPHY322	15	7
SMTH321	15	7	SMTH322	15	7

FED.13.1.8.

LIST OF EBDFT COMMON MODULES AND THEIR OUTCOMES - FETs

	EBDFT COMMON MODULES						
EBDFT1	EBDFT2	EBDFT3	EBDFT4	EBDFT5	EBDFT6	EBDFT7	
ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	
EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	
ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	
EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	
EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	
ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	
EALM311	EALM311	EALM311	EALM311	EALM311	EALM311	EALM311	

ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311
EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412

FED.13.1.8.1.

MODULE CONTENTS AND OUTCOMES FOR EBDFT COMMON MODULES

INTERMIDIATE AND SENIOR PHASE COMMON MODULES - SEMESTER COURSES					
Module code:-	Semester 1: ELLL111	Semester 2: EPHA112	NQF level:		
Title: Academ	ic Literacy 1A (Language)	Title: HIV and AIDS Educa	tion		
Listening, and Reading, View	ne Communication Process; Speaking Communication Skills; ving and Thinking Skills; Writing, d presenting Skills; Grammatical r Educators	Content: The course will provide an Introduction and Background to HIV and AIDS, Factors that facilitate the transmission of HIV and AIDS, Impact of HIV and AIDS, Standard Universal Safety Precautions for the Prevention of HIV and AIDS, Ethical and Legal Issues and HIV and AIDS, Management of HIV and AIDS, Gender and HIV and AIDS, Responding to HIV and AIDS in the classroom, school and community.			
equipped with communicatio facilitate their	mes: the module, students should be : - with linguistic knowledge and n skills that will enable them to, own academic learning, and ly in their area of specialization.	Module Outcomes: This module aims to create awareness and highlight the facts around the HIV and AIDS pandemic and encourage students to ponder the impact this disease has on society at large, the school and the classroom specifically. It will also encourage active and conscientious participation with regards to the prevention of HIV and AIDS focus on relevant policy related matters and promote the responsible management of HIV and AIDS in the classroom and the school in general.			
Method of de	livery: Full Time	Method of delivery: Full tir	ne		
by means of C through partic assignments a	modes: This module is assessed continuous formative assessment cipation in class and tutorials, and reflective writing. Summative arough examinations in June	Assessment modes: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through internally moderated final examination.			
Module code:-	Semester 1: EFIT111	Semester2:ESCL112	NQF level:		

Title: Ideologies and Trends in Education	Title: Academic Literacy 1B (Computer Literacy)		
 Content: (Philosophy) Integration of theory and practice of the following study units: Definition of concepts, Education, training, indoctrination, philosophy, and philosophy of education. The nature and field of philosophy of education is speculative, analytic; classical philosophies including idealism, realism and pragmatism; contemporary philosophies, reconstructionist and Africanism; value clarification; theories of moral education and its link to humanism. (History of education) A history of education in South Africa. Pre-colonial or traditional education. Education during Dutch colonization (1652-1795 and 1803-1806). Education under the British (1807-1899). Mission education (1948). Education for White children. Education for Coloured children (The Coloured Persons Education Act 1963). Education for Indian children (The Indian Education Act of 1965). Education for Black children (The Bantu Education Act, Act 47 of 1953). Resistance to apartheid education. A new education policy in a new South Africa (1992 to date) 	Content: General understanding of computers in and around us, including knowledge and use of computer hardware, software, and operating systems. Key applications software such as word processing, spreadsheet, presentation and outlook. Also included in this module are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at school, home and workplace.		
Module outcomes:	Module outcomes:		
By the end of the module, students should be equipped with: - with knowledge and understanding of the field and study of education; To enable students to understand educational ideologies and their link to the present education. To equip students with knowledge and understanding of development of different education systems in South Africa	By the end of the module, students should be equipped with: - with the relevant and necessary computer skills that will enable them to finesse around their studies and life in general. The module takes students through different types of computers, different computer environments, data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills are also integral parts of this module.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of continuous formative assessment through assessments, presentations and tests. Summative assessment through examination.	Assessment modes: This module is assessed by means of continuous formative assessment through in-class tests, exercises, assignments, portfolios, professional and subject mentors' reports, and lecturers' reports; and summative assessment through a terminal examination at the end of the semester		
Module Semester 1: EPDL211 code:-	Semester 2: ECTL212 NQF level:		
Title: Human Development and Learning	Title: Teaching and Learning strategies		
Content: Introduction to Educational Psychology. Understanding learner development and diversity. Individual and	Content: Theories of teaching and learning (behaviourist, humanist, social constructivist). Principles of quality teaching and a competent teacher.		

	nces. Learning and knowledge Learning and motivation	Principles underpinning teaching and learning in OBE Curriculum. Learning styles. Teaching strategies and methods (teacher-centred and learner-centred strategies. Classroom management, teaching strategies and learning styles		
	omes: To introduce students to ducational Psychology which	Module outcomes:		
	ducational Psychology which e aspects of development and	By the end of the module, students should be equipped with: - with knowledge of theories of teaching, learning and classroom management and to train them in all aspects of General Pedagogical content knowledge e.g. selecting, organizing and preparing subject content, applying suitable and relevant teaching strategies and methods and lastly to adopting adequate learning styles compatible to the learners' cognitive development.		
Method of de	livery: Full Time	Method of delivery: Full Tit	me	
by means of C through partie (academic	modes: This module is assessed Continuous formative assessment cipation in class, assignments and professional) and summative assessment through in June	Assessment modes: This module is assessed by means of gathering of evidence on students' performance the proceds will apply continuous assessment procedures which are: baseline assessment, formative and summative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials, classroom observations and reflections. Summative: Test and examination.		
Module code:-	Semester 1: ECAE311	Semester 2: EDSE312	NQF level:	
Title: Assess	ment in Education	Title: Society Education La Governance	w and School	
relationship to Conceptions development teaching & lea underpinning Assessment), systems, Pers (behaviourist, Co-operative feedback.	roduction to Assessment and it b teaching and learning. of Assessment in curriculum and their implications in arning environment. Principles OBE Curriculum and Integrated assessment spectives of assessment humanist, social constructivist), teaching, motivation and	Content: Society and Education; definition of terms; relationship between education and society; theories of society; functionalism; Marxism; interactions, social, conservative, innovative, economic, selective and locative functions. The socialization process and settings, role of the school in socialization, parameters of school governance, legal bases of school practice, school managers and governing bodies, sources of educational law, legislation affecting schools, educators and learner discipline, school rules and human rights culture.		
knowledge of of assessmer	omes: To equip students with theories of assessment, models at in education and approaches udents in competencies required designing and conducting	By the end of the module, students should be equipped with: - with knowledge and skills to address the role of education in society; to equip student with skills of engaging critically with education policies,		

National Curri Method of de Assessment on students' p continuous as baseline a summative. Baseline: evi readiness (Te Assignments, Formative: T	n the context of the espoused culum policy. livery: Full Time modes: Gathering of evidence erformance the process will apply sessment procedures which are: ssessment, formative and dence of students' academic chniques for assessment, Written oral presentations. ests, oral presentation, group y activities, tutorials, observation	procedures and systems which impact on institutions and classrooms as well as on the national education and training landscape. Method of delivery: Full Time Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, presentations, portfolios, seminars, essays, research projects and examinations			
and reflection. Summative: T	est and examination.				
Module code:-	Semester 1: EALM311	Semester 2: EFMS312	NQF level:		
Title: School	eadership and Management	Title: Comparative Educa	tion		
and manager nature and the and leadersh context of a cl principalship i the role of so agents of professional development,	ic concepts in school leadership ment task of an educator. The e purpose of school management ip both generally and in the nanging South Africa. Analysis of n the South African context and chool managers and leaders as change. Managing educator's development (human resources induction process staff appraisal oment). Parent management.	Content: Objectives and scope of Comparative Education; rationale for the field; disciplinary identity; Comparative and international education; framing education systems: globalization, convergence and divergence; a history of selected education systems: Brazil, Egypt, Tanzania, Sweden, USA; the education system of South Africa. forces that shape the context of education in South Africa;			
Module outco	omes:	Module Outcomes: educational systems,	To describe		
equipped with school. Enal challenges management. skills and com	the module, students should be : - with skills to lead and manage ble them to understand the of school leadership and Increase their understanding of petencies required for successful n school management positions.	educational systems, outcomes; to encourage s critically about the relatic education and society students in establishin statements about educatic in more than one country.	nship between and to assist g generalized		
Method of de	livery: Full Time	Method of delivery: Full time			
assessed by r through class presentations	modes: This module is neans of formalise assessment participation, assignment, and tests and summative nrough examination in June.	Assessment modes: Continuous formative assessment through participation in class, tests, assignments, and presentations; Summative assessment through examinations at the end of the semester.			
Module code:-	Semester 1: EPIE411	Semester 2: EPRE412	NQF level:		
Title: Inclusive	e Education	Title: Introduction to Rese Education	arch in		

Content: Inclusive education concepts; non- inclusive educational settings; collaboration parent involvement; effective teaching and learning; supporting all students; understanding students with challenging behaviour, understanding students with intellectual disability.	Content: It will cover, understanding the concept of research –i.e. what is research? Difference between quantitative and qualitative research; aims of conducting research in education; how to identify a research topic; the title and research problem as well as formulation of research questions. Literature review – Primary and Secondary literature resources; research design – population, sampling frame, sampling methods; data collection techniques – questionnaire, interviews, observations and check-lists; validity and reliability of research findings; research ethics.			
Module outcomes: By the end of the module, students should be equipped with: - an understanding of the philosophy, benefits and processes of inclusive education	Module outcomes: To introduce students to basic concepts in Educational Research as well as equip them with skills for conducting literature review, referencing techniques, analysing data and interpreting research findings.			
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.	Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.			
Module Semester 1: ECTP411 code:-	Semester 2: EAMS412 NQF level:			
Title: Theory and Practice of Curriculum Development	Title: Management of School Systems and Extra-curricular Activities			
Content: Introduction to curriculum studies, Philosophical foundations of curriculum research, design and development, Theories underpinning curriculum research internationally and in South Africa. (Traditional, modern and post-modern Curriculum theories and models) Conceptions of curriculum and their implications in teaching & learning environment, Outcomes Based Curriculum model in South Africa from ERS, CMSA, C2005, NCS and CAPS), Models of curriculum developments and various level	 Content: The education system as an organisation Schools as social systems (definition of social system, the environment of schools, the macro and microenvironments, school climate and school culture from the perspective of educational management, the school as an organisation, the organisational structure of a school) Culture traditions in the management of school systems in South Africa (Afro centric management, Ubuntu and management) Effective school management strategies Effective school management of school systems of an organisation in the management of school systems in South Africa (Afro centric management) 			

Module outcomes: To equip students with knowledge of processes of; curriculum designing, curriculum development and implementation and to train students in	 schooling, effective classrooms, effective principals, effective behaviours, synthesis of research findings on effective schools); Participatory management skills in schools (renewal strategies in management of school systems, management by objectives, inviting educational management; Management of extra-curricular systems The management of school's extra-curricular tasks, time management within the context of extra-curricular programmes (management of extra-curricular tasks, time management within the context of extra-curricular program strategies for the optimal utilisation of time, the educational manager's role regarding extra-curricular programmes-co-ordination; setting objectives; programme enrichment, evaluation, corrective action, positive climate creation) Management of physical and financial resources in schools Departmental guidelines in managing physical resources. Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees) Module outcomes: By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-
competencies required in interpreting, designing teaching and learning programmes in the context of the espoused National Curriculum policy.	curricular activities.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities.	Assessment modes: This module is assessed by means of test, assignment and examination

FED.13.1.9. TEACHING PRACTICE MODULE CONTENT AND OUTCOMES FOR FET PROGRAMMES

Module Year Level 1: ETSE100 3TSE100 NQF level: 5 code:-							
Title: School Experience 1							
Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).							
Module outcomes: This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor							
Method of delivery: Full Time							
Assessment modes: This module is assessed during the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator							
Module Year Level: ETSE200 3TSE200 NQF level: 6 code:-							
Title: School Experience 2							
Content: Learning in practice (lesson demonstrations/ simulated classrooms and observation with limited lessons in teaching two subjects/ university based and school based) (practical knowledge and subject pedagogical knowledge).							
Module outcomes:							
The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.							
Method of delivery: Full Time							
Assessment modes: In their 2 nd year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation							
Module Year Level 3: ETSE300 3TSE300 NQF level: 7 code:-							
Title: : School Experience 3							
Content: Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge).Students will be able to plan, prepare and implement a lesson, learning from and through experience.							
Module outcomes:							
The aim is for the student to have the opportunity to be exposed to a whole range of experiences, and be able to develop the knowledge, skills and values required of a professional and passionate teacher. Students will develop a variety of teaching-assessment strategies, methods and essential teaching skills.							

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Method of delivery: Full Time								
Assessment modes: This module is assessed by means of a 6-week cluster based professional practicum in the second semester. Lecture and mentor evaluations. Peer and self-assessment								
Module code:-								
Title: School	Experience 4							
Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge).								
Module outcomes: The aim is to let the student develop and produce a high-quality action research-based portfolios of evidence								
Method of delivery: Full Time								
Assessment modes: This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.								

IMPORTANT NOTICE: -

THE FOLLOWING PROGRAMMES (EBEDEF, EBDIS 1,2,3,4,5) HAVE BEEN PHASED OUT HENCE TABLES OF CURRICULUM STRUCTURES ARE CROSSED. THE INTAKE IN THESE PROGRAMMES HAS BEEN DISCONTINUED. THESE PROGRAMMES ARE STILL LISTED OR SHOWN IN THIS HANDBOOK FOR THE PURPOSE OF ACCOMMODATING PIPELINE STUDENTS WHO ARE OWING ONE OR TWO MODULES TO COMPLETE. THIS STRUCTURE THEREFORE WILL NOT BE INCLUDED IN THE 2023 HANDBOOK GOING FORWARD. SHOULD A STUDENT NEED TO DO B. ED PROGRAMME - PLEASE REFER TO THE NEW CURRICULUM PROGRAMMES ABOVE. WHICH ARE 3BFPT1, 3BDIP1, 3BDIP2, 3BDISF1.3BDSF2.3BDSF3

- FED.13.2. 4 YEAR FT BACHELOR OF EDUCATION IP AND SP PROGRAMMES
- FED.13.2.1. EMS AND LANGUAGE EDUCATION EBDIS1
- FED.13.2.1.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Intermediate and Senior Phase - EMS and Language Education								
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite				
ELLL111	Academic Literacy 1A (Language)	08	5	NONE				
EFIT111	Ideologies and trends in Education	08	6	NONE				
ESML111	Mathematical Literacy 1A	08	5	NONE				
EESE111	Economic and Management Sciences 1A (Economics)	16	6	NONE				
ELZN111	isiZulu Language Education 1A	16	6	NONE				
ELGN111	English Language Education 1A	16	6	NONE				
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE				
EPHA112	HIV/AIDS Education	08	6	NONE				
ESML112	Mathematical Literacy 1B	08	5	NONE				
EESE112	Economic and Management Sciences 1B	16	6	NONE				
ELZN112	isiZulu Language Education 1B	16	6	NONE				
ELGN112	English Language Education1B	16	6	NONE				
EPDL211	Human Development and Learning	08	6	NONE				
EESE211	Economic and Management Sciences 2A	16	6	NONE				
ELZN211	isiZulu Language Education 2A	16	6	ELZN111				
ELGN211	English Language Education 2A	16	6	ELGN111				
ECTL212	Teaching and Learning Strategies	08	6	NONE				

EESE212	Economic and Management	16	6	NONE
EEGEZIZ	Sciences 2B	10	0	NONE
ELZN212	isiZulu Language Education 2B	16	6	ELZN112
ELGN212	English Language Education 2B	16	6	ELGN112
EALM311	School Leadership and Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EESE311	Economic and Management Sciences Method 3A	16	7	EESE111
ELZN311	isiZulu Language Method 3A	16	7	ELZN111
				ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111
				ELGN112
EDSE312	Society, Educational Law and School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EESE312	Economic and Management Sciences Method 3B	12	7	EESE111
ELZN312	isiZulu Language Method 3B	12	7	ELZN111
				ELZN112
ELGN312	English Language Method 3B	12	7	ELGN111 ELGN112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory and Practice of Curriculum Development	16	7	NONE
EESA411	Accounting 4A	12	7	EESE211
EESB411	Business Management 4A	12	7	EESE211
EESE411	Economics 4A	12	7	EESE211
ELZN411	isiZulu Language 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELZN211
EAMS41 2	Management of School Systems and Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EESA412	Accounting 4B	12	7	EESE212
EESB412	Business Management 4B	12	7	EESE212
EESE412	Economics 4B	12	7	EESE212
ELZN412	isiZulu Language 4B	12	7	ELZN211
ELGN412	English Language Education 4B	12	7	ELGN211
			-	

ETSE100	School Experience 1	16	5	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 EESE111
ETSE400	School Experience 4	32	7	ETSE300

		FIRST SEMI			FIRST SEMESTER		FIRST SEMESTER				
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/			Ancillary			Ancillary			Ancillary/	
ELLL111	С	08 ┥	EPDL211	С	08 🤺	EALM311	С	08 🤺	EPIE411		08
EFIT111	С	08	EESE211	С	16	ECAE311	С	08	ECTP411		16
ESML111	С	08	Choose one of t	the following: -		EESE311		16	Choose one of the	following:	
EESE111	С	16	ELZN211	E	16	Choose one of	the following: -	- /	EESA411		12
Choose one of	the following:-		ELGN211	E	16	ELZN311	E	16	EESB411		12
ELZN111	E	16			/	ELGN311	E	16	EESE411		12
ELGN111	E	16							Choose one of the	e following:-	
									ELZN411		12
									ELGN411		12
Total 1st		56	Total 1st		40	Total 1st		48	Total 1st		48
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	¢	08	ECTL212	С	08	EDSE312		08	EAMS412	(08
EPHA112	С	08	EESE212		16	EFMS312		08	EPRE412		08
ESML112	С	08	Choose one of t	<u> </u>		EESE312		12	Choose one of the	e following:-	
EESE112	С	16	ELZN212	E	16	Choose one of	the following:-		EESA412		12
Choose one of			ELGN212	E	16	ELZN312		12	EESB412		12
ELZN112	E	16				ELGN312		12	EESE412		12
ELGN112	E	16							Choose one of the	following:	
									ELZN412		12
									ELGN412		12
Total 2 nd		56	Total 2 nd		40	Total 2 nd		40	Total 2 nd		40
					Y	ear Modules	1			1	
Year Level 1		1.0	Year level 2			Year level 3			Year level 4		
E SE100	С	16	ESTE200		32	ETSE300		32	LTSE400		32
ear module		16	Year module		32	Year module		32	Year module		32
Total year		128	Potal year		112	Total year		120	Total year level		120
Total									a duda a in tha O		480

FED.13.2.1.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (ECONOMIC MANAGEMENT SCIENCES AND LANGUAGE).- EBDIS1

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.1.3 MODULE CONTENT AND OUTCOMES FOR EBDIS1

Module code:-	Semester 1: ESML111	Semester 2: ESML112	NQF level:		
Title: Math	ematical Literacy 1A	Title: Mathematical Litera	acy 2B		
roots, asso distributive ratio, direc	Fractions, decimals, s, positive exponents and ociative, commutative and laws, the concepts of rate, t proportion and inverse simple formulae	Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			
competenci	utcomes: To develop in e basic mathematical literacy es with a view to helping the se such competencies in encountered in other	Module Outcomes: T students the basic mathen competencies with a view students use such con contexts encountered disciplines.	to helping the petencies in		
Method of	delivery: Full Time	Method of delivery: Full	time		
assessmen assignment	nt modes: Continuous t through tests and s and a final examination at he semester.	Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.			
Module code:-	Semester 1: EESE111	Semester 2: EESE112	NQF level:		
Title: Ecc Sciences 1/	nomic and Management A	Title: Economic and Management Sciences 1B			
The Econo	The Economic and nt Sciences field of study, mic Systems, The Market, city, Consumer Equilibrium, tion	Content: Introduction management, Planning in Organizing in manageme management, control in and Selection and dev product mix	nt, Leading in management		
Module out	tcomes:	Module outcomes:			
should understandi situation th basic econ	d of the module, students be equipped with:- ing of economics facts and arough the introduction to omic phenomena and the terminology used in the field are	By the end of the module, students should be equipped with:- understanding of Basic Introduction to Business Management Principles and appropriate terminology used in the field of commerce			
Method of	delivery: Full Time	Method of delivery: Full	Time		
journals, Summative	assessment through in class, assignments, and reflective writing.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing. Summative assessment through examination in November			

Title: IsiZulu Language Education 1A	Title: IsiZulu Language Education 1A			
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	Content: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term			
Module Outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.			
Method of delivery: Full Time	Method of delivery: Full time			
Assessment modes: Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			
Module Semester1:ELGN111 code:-	Semester 2: ELGN112 NQF level:			
Title: English Language Education 1A	Title: English Language Education 1A			
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	Content: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term			
Module Outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.			
Method of delivery: Full Time	Method of delivery: Full time			
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.			
Module Semester 1: EESE211 code:-	Semester 2: EESE212 NQF level:			
Title: Economic and Management Sciences	Title: Economic and Management Sciences			
Content:	Content:			
 Accounting equation, Value Added Tax (VAT), Salaries and wages, 	 Partnerships, 			

 Year-end adjustments. Module outcomes: 	 Sole trader AFS (Profit and loss, Income statement and Balance sheet), GAAP principles, Cash transactions and Bank reconciliations, Credit transactions. Module outcomes:				
By the end of the module, students should be able to: -	By the end of the module, students should be equipped with: -				
 demonstrate an understanding of the fields of knowledge which underpin Accounting as a field of study, access sources of knowledge in the field of Accounting, use characteristic language, terminology and concepts of Accounting appropriately and with confidence 	 Demonstrate an informed understanding of the key concepts, facts, general principles, rules and theories of accounting Identify, evaluate and solve routine and new problems in accounting and apply solutions to a variety of different problems Communicate accounting information reliably, accurately and coherently to enable users of financial information to make sound financial decisions 				
Method of delivery: Full Time	Method of delivery: Full Time				
Assessment modes: This module is coursework/research which is assessed	Assessment modes: This module is coursework/research which is assessed by means of examination				
by means of examination	by means of examination				
	by means of examination Semester 2: ELZN212 NQF level:				
by means of examination Module Semester 1: ELZN211	Semester 2: ELZN212 NQF				
by means of examination Module code:- Semester 1: ELZN211	Semester 2: ELZN212 NQF level:				
by means of examination Module code:- Semester 1: ELZN211 Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its	Semester 2: ELZN212 NQF level: Title: IsiZulu Language Education 2B Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict,				
by means of examination Module code:- Semester 1: ELZN211 Title: IsiZulu Language Education 2A Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: sender and its receiver. Module Outcomes: To equip student-educators with essential skills for the identification and interpretation of spoken	Semester 2: ELZN212 NQF level: Title: IsiZulu Language Education 2B Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism. Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and				
by means of examination Module code:- Semester 1: ELZN211 Title: IsiZulu Language Education 2A Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver. Module Outcomes: To equip student- educators with essential skills for the identification and interpretation of spoken and written texts and speeches.	Semester 2: ELZN212 NQF level: Title: IsiZulu Language Education 2B Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism. Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.				
by means of examination Module code:- Semester 1: ELZN211 Title: IsiZulu Language Education 2A Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver. Module Outcomes: To equip student- educators with essential skills for the identification and interpretation of spoken and written texts and speeches. Method of delivery: Full Time Assessment modes: Continuous formative formative assessment through participation in class, assignments, and reflective writing; Summative assessment	Semester 2: ELZN212 NQF level: Title: IsiZulu Language Education 2B Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism. Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills. Method of delivery: Full time Assessment modes: Continuous formative assessment formative assessment through participation in class, assignments, and reflective writing; Summative assessment				

Conter	nt:	Content:			
 T F tt C Ir C C P C C C Module with est English 	The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative competence. mproving the speaking skill as a theans of enhancing communicative competence. Critical analysis of language: compaganda, cartoons, the compaganda, cartoons, the compaganda, cartoons, the control set of the control set. To equip students e Outcomes: To equip students in a language Education so that they	 Introduction to literature studies. Poetry Novels Short stories Module Outcomes: To provide students with skills and knowledge to analyze literary texts.			
teachin	apply these practically to the glearning situation.	Method of delivery: Full time			
Assess formativ particip reflectiv	sment modes: Continuous	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			
Modul code:-		Semester 2: EESE312 NQF level:			
	Economic and Management es Method - EESE311	Title: Economic and Management Sciences Method - EESE312			
Manag EMS Theore learning the cur EMS: t the Econor	nt: Focus of Economic and ement Sciences, Understanding in the school environment, tical foundations of Teaching and g, Insights into EMS, Managing rriculum, Approaches to teaching he learner-centred approach and teacher-centred approach, mic and Management Sciences planning, Questioning in teaching	Content: Didactic principles of teaching and learning in the Economic and Management Sciences, Developing and using teaching resources in EMS, Using social media as an information and computing technology tool in EMS classroom, Assessment in EMS			
Modul	e outcomes:	Module outcomes:			
p te 2. Ir a a c	Develop and implement a year lanner and term planner for eaching EMS. Integrate a learner-centred ipproach and teacher-centred ipproach into teaching the EMS urriculum Demonstrate knowledge and	 Identify non-electronic and electronic resources used in both low-high resource learning environments. Explore the use of social media as a valuable educational web2.0 technology tool in the classroom Application of taxonomies in EMS 			
u o E S 4. D	Inderstanding of the foundations of teaching and learning in Economic and Management Sciences. Demonstrate knowledge and Inderstanding of relevant policies	 Approximation of aconomics in Enrop assessment. Design appropriate assessment strategies in Economic and Management Sciences. Design, select and adapt appropriate teaching and learning 			

 in Economic and Management Sciences teaching and learning 5. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economic and Management Sciences. 6. Design appropriate lesson plans in Economic and Management Sciences taking into account theories of teaching, learning, child development and curriculum needs. 	support materials for Economic and Management Sciences.			
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is coursework/research which is assessed by means of examination			
Module Semester 1: ELZN311 code:-	Semester 2: ELZN312 NQF level:			
Title: IsiZulu Language Method 3A	Title: IsiZulu Language Method 3B			
Content: Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro-teaching laboratory. Design IsiZulu subject framework, work schedule and lesson plans.	Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills			
Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching IsiZulu as a FAL (First additional language).	Module Outcomes: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.			
Method of delivery: Full Time	Method of delivery: Full time			
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November			
Module Semester1:ELGN311 code:-	Semester 2: ELGN312 NQF level:			
Title: English language Method 3A	Title: English Language Method 3B			

Content: Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivering. Application of this method in the micro-teaching laboratory. Design and present English subject framework, work schedule and lesson plans.	Content: Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of leasons by peers. Advanced designing of subject frameworks and work schedules.		
Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).	Module Outcomes: To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.		
Method of delivery: Full Time	Method of delivery: Full time		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module Semester1:EESA411 code:-	Semester 2: EESA412 NQF		
	level:		
Title: Accounting Education 4A – EESA411	Title: Accounting Education 4B - EESA412 - - -		
	Title: Accounting Education 4B –		
EESA411 Content: Content: Financial accounting of companies: Cash Flow Statements, The framework for the preparation and presentation of financial statements, Analysis and interpretation of financial statements, Analysis of published	Title: Accounting Education 4B – EESA412 Content: Ethics, The role of professional bodies, Disciplinary and punitive measures for non-compliance with the code of professional conduct., King code III policies, Legislation governing companies prescribed in the companies Act, Internal control, Budgeting, Cost accounting and		
EESA411 Content: Content: Financial accounting of companies: Cash Flow Statements, The framework for the preparation and presentation of financial statements, Analysis and interpretation of financial statements, Analysis of published financial statements, non-current assets	Title: Accounting Education 4B – EESA412 Content: Ethics, The role of professional bodies, Disciplinary and punitive measures for non-compliance with the code of professional conduct., King code III policies, Legislation governing companies prescribed in the companies Act, Internal control, Budgeting, Cost accounting and manufacturing concerns		

		ial statements for internal xternal users.	3.	Understand the King policies governing behaviour and the	ethical	
3.		rm the fundamental ive of financial reporting, ly to provide information.		relating to transpar accountability in the environment.	ency and	
4.	Select appropriate figures from financial statements in order to calculate ratios, evaluate the performance and position of business, draw comparisons		4.	Demonstrate knowled application of internal internal audit proces business environment.	control and sses in a	
	releva	nt to specified benchmarks, nake decisions about future	5.	Understand the between internal an auditing.	difference d external	
5.	the lir contai		6.	Demonstrate the under the limitations of procedures	standing of budgeting	
6.	Becor	nents. ne aware of the crucial role	7.	Explain the limplications of budgeti	oehavioural ng.	
	of strategic planning for a business, and the necessity of expressing this in the form of viable financial plan		8.	Integrate ethical issue control and audit relating to manufacturi	processing	
7.		different methods of ciation				
8.		se non-current assets in the ial statements				
Meth	nod of	delivery: Full Time	Method of delivery: Full Time			
cour	sework	nt modes: This module is /research which is assessed f examination	cours	essment modes: This sework/research which i eans of examination		
Mod code		Semester1:EESB411	Seme	ester 2: EESB412	NQF level:	
Title	: Busin	ess Management 4A	Title:	Business Managemen	t 4B	
Content: The problem of productivity in South Africa, the business enterprise as an object of study, The Enterprise and Business environment, Management of small medium enterprises, Management in international environment, cost analysis, quantitative relationships in the operating unit, optimal size of the operating unit and enterprise.				ent: Components of the ess, consumer behavio lentation, market resea ons, aspects of agement, and financial o	our, market arch, public financial	
Module outcomes:				ule outcomes:		
By the end of the module, students should be equipped with: Understanding and to hold a discourse on Contemporary Business Management issues. Example – understanding the current Environment where our enterprises operate under.				ne end of the module d be equipped rstanding and to hold a Contemporary gement issues. Er rstanding the role of Ma c relations for the Busi passful in its endeavours	with: - a discourse Business kample – rketing and	
Meth	nod of	delivery: Full Time	Meth	od of delivery: Full Tin	ne	

reflective assessment	nt modes: Continuous assessment through in class, assignments, and writing. Summative t through examination in	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing. Summative assessment through examination in November				
Module code:-	Semester 1: EESE411	Semester 2: EESE412 NQF level:				
Title: Hum	an Rights Issues	Title: South African Perspectives	Historical			
and exampl	ositive and Negative Liberty es of the human rights status case study countries	Content: The British conqu people of South Africa, the , and Anglo-Boer wars and th fall of apartheid	Anglo-Zulu			
Module out	tcomes:	Module outcomes:				
should be e analyse hun to determine which influ	d of the module, students equipped with:- the skills to nan rights in any country and e the principle driving forces lence both negative and nan rights situations	By the end of the module, students should be equipped with:- the skills required to analyse historical events and draw conclusions based on a variety of text and media				
Method of	delivery: Full Time	Method of delivery: Full Tim	e			
Assessmen assessed by	nt modes: This module is y means of	Assessment modes: This module is assessed by means of				
Module code:-	Semester 1: ELZN411	Semester 2: ELZN412	NQF level: 7			
Title: IsiZu	lu Language Education 4A	Title: IsiZulu Language Educ				
learning. E causing bar Evaluation developmen of culture in of personali	Theories of language versus theories of language Exploration of the factors rriers to language learning. of approaches to materials it. A critical review of the role language learning. The role ty in language learning (self- irage, risk-taking, anxiety and	Content: Intensive review complex and compound Analysis of idiomatic expres figures of speech. Appli morphology, semantics, phor syntax in the teaching language. Use of IsiZulu la communication.	sentences. ssions and cation of nology and of IsiZulu			
educators to learning. To to language of language educators skills. Explo	tcomes: To expose Student to the psychology of language familiarize them with barriers learning and well as theories the learning. To equip student with material development ration of the importance of nguage learning.	Module Outcomes: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language				
Method of	delivery: Full Time	Method of delivery: Full tim	е			
quality of les formative participation reflective wr	nt modes: Evaluation of the ssons presented. Continuous assessment through in class, assignments, and iting; Summative assessment minations in June.	Method of delivery: Full time Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.				

Module code:-	Semester 1: ELGN411	Semester 2: ELGN412 NQF level:
Content: acquisition learning. E causing ba Evaluation developmer of culture in of personali	sh Language Education 4A Theories of language exploration of the factors rriers to language learning. of approaches to materials it. A critical review of the role language learning. The role ty in language learning (self- irage, risk-taking, anxiety and	Title: English Language Education 4B Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.
educators to learning. To to language of language educators skills. Explo	tcomes: To expose Student to the psychology of language familiarize them with barriers learning and well as theories the learning. To equip student with material development oration of the importance of nguage learning.	Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.
Method of	delivery: Full Time	Method of delivery: Full time
quality of le formative participation reflective wr	nt modes: Evaluation of the ssons presented. Continuous assessment through in class, assignments, and iting; Summative assessment minations in June	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.

FED.13.2.2.EMS and Life Orientation - EBDIS2FED.13.2.2.1MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor	of Education: Intermediate and Se	enior – EN	/IS and L	ife Orientation
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ESML111	Mathematical Literacy 1A	08	5	NONE
EPIP111	Life Orientation: Introduction to Psychology 1A	16	6	NONE
EESE111	Economic and Management Sciences 1A	16	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESML112	Mathematical Literacy 1B	08	5	NONE
EPIP112	Life Orientation: Introduction to Psychology 1B	16	6	NONE
EESE112	Economic and Management Sciences 1B	16	6	NONE
EPDL211	Human Development and Learning	08	6	NONE
EPPM21 1	Life Orientation – Physical & Motor Development	16	6	EPIP111
EESE211	Economic and Management Sciences 2A	16	6	NONE
ECTL212	Teaching and Learning Strategies	08	6	NONE
EPHE212	Life Orientation – Health Education	16	6	EPIP112
EESE212	Economics and Management Science 2B	16	6	NONE
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EPLO311	Life Orientation Method 3A	12	7	EPIP111
EESE311	Economic and Management Sciences Method 3A	12	7	EESE111
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EPLO312	Life Orientation Method 3B	12	7	EPIP112

EESE312	Economic and Management Sciences Method 3B	12	7	EESE111
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory and Practice of Curriculum Development	16	7	NONE
EPSP411	Life Orientation: Personal and Social Development	12	7	NONE
EPEC411	Life Orientation: Civic Education	12	7	NONE
EESA411	Accounting 4A	12	7	EESE211
EESB411	Business Management 4A	12	7	EESE211
EESE411	Economics 4A	12	7	EESE211
EAMS41 2	Management of School Systems & Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EPEC412	Life Orientation: Career Guidance	12	7	EPHE212
EPCE412	Life Orientation: Citizenship Education	12	7	EPHE212
EESA412	Accounting 4B	12	7	EPHE212
EESB412	Business Management 4B	12	7	EESE212
EESE412	Economics 4B	12	7	EESE211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

First semester			First semester			First semester			First semester	,	
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	EPPM211	С	16	ECAE311	С	08	ECTP411	С	16
ESML111	С	80	EESE211	С	16	EPLO311	С	16	EPSP411	С	12
EPIP111	С	16				EESE311	С	16	EPEC411	С	12
EESE111	С	16								the following:-	/
									EESA411	E	12
	/								EESB411	E	12
									EESE411	E	12
Total 1st		56	Total 1st		40	Total 1st		48	Total 1st		60
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second		
ESCL112	¢ 1	08	ECTL212	С	08	EDSE312	C	08	semester EAMS412	<u>¢</u>	08
EPHA112	c	08	EPHE212	С	16	EFMS312	С	08	EPRE412	C	08
ESML112	С	08	EESE212	С	16	EPLO312	С	12	EPEC412	C	12
EPIP112	С	16		1		EESE312	С	12	EPCE412	С	12
EESE112	С	16		/			/			the following:-	
									EESA412	E	12
/									EESB412	E	12
									EESE412	E	12
Total and semester		56	Total 2 nd semester		40	Total 2 nd semester		40	Total 2 nd semester		52
						Year Modules					
Year Level 1 ETSE100	С	16	Year evel 2 EST 200		32	Year level 3 ETSE300		32	Year level 4 ETSE400		32
Year module	0	16	Year module		32	Year module		32	Year module		32
Total year		128	Total year		11	Total year		120	Total year		144
level 1		120	evel 2		2	level 3		120	level 4		
Total credits											504

FED.13.2.2.2 Qualification Name: Bachelor of Education: Intermediate and Senior (EMS and Life Orientation). Qualification Code: EBDIS2

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.2.3 MODULE CONTENT AND OUTCOMES FOR EBDIS2

	INTERMIDIATE AND SENIOR PHASE (EMS AND LIFE ORIENTATION) – SEMESTER COURSES				
Module code:-	Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:	
	iZulu Language Education		Title: IsiZulu Language Edu 1A	ucation	
Semantics	The rules of Syntax, Mo s and Phonology and their ng of a language.	orphology, impact in	Content: Development of attitudes in student-educator the acquisition of reading, vio thinking skills. Exposition to of prose, short stories, nove essay and drama. grounding in the essential lite	rs through ewing and the study els, formal Thorough	
Module outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology		Module outcomes: To give essential language skills enable them to critically inte analyze academic, liter professional texts. To appl and reasoning skills in education.	that will erpret and ary and y thinking		
Method o	f delivery: Full Time		Method of delivery: Full Time		
	ent modes: This module is of examination	assessed	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: ELGN111	NQF level:	Semester 2: ELGN112	NQF level:	
Title: Eng	lish Language Education 1.	A	Title: English Language Education 1A		
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.		Content: Development of attitudes in student-educator the acquisition of reading, via thinking skills. Exposition to of prose, short stories, nove essay and drama. grounding in the essential lite	rs through ewing and the study els, formal Thorough		
Module outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology		Module outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.			
Method o	f delivery: Full Time		Method of delivery: Full Tir	ne	

Assessment modes: This module is assessed by means of examination		Assessment modes: This is assessed by mean examination		
Module code:-	Semester 1: EESE111	NQF level:	Semester 2: EESE112	NQF level:
Title: Eco (Economi	nomic and Management Sc cs)	iences 1A	Title: Economic and Mar Sciences 1B (Business Man	
Sciences The ma	The Economic and Ma field of study. The economic rket. Price elasticity. (n. Production		Content: Introduction to management. Planning management. oranizin management. leading management. control in man selection and development of mix	g in g in j in agement.
Module o	utcomes:		Module outcomes:	
To introduce student teachers to the basic economic phenomena and the appropriate terminology used in the field of commerce.		understanding of Basic Intro Business Management Princ appropriate terminology use field of commerce. competencies in the studer to hold a discourse on cont	to gain duction to ciples and ed in the Enhance at teacher	
Method o	f delivery: Full Time		Method of delivery: Full Time	
	ent modes: This module is of examination	assessed	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: EESG111	NQF level:	Semester 2: ESAT412	NQF level:
Title: Intr	oduction to Geography		Title:TechnologyEducation(Advanced Technology)	
Content: The nature and scope of Social Sciences •Representation of the earth on maps and map use •Population growth and economic development •The concept of development and sustainability •Sustainable development as geographical concept •Impact of development and conservation •Global environmental problems •Geographical techniques (analysis and interpretation of maps, photograph and statistics)		Content: Mechanical, civil, e and perspective drawing, co aided design.		
	outcomes: To introduce st		Module outcomes: To	

people and environment. It als students with basic insight underlying principles and process of the world.	application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the complexion of technological process.		
Method of delivery: Full Time		Method of delivery: Full Ti	me
Assessment modes: This m assessed by means of examination.	odule is	Assessment modes:	
Module Semester 1: EPIP111 code:-	NQF level:	Semester 2: EPIP112	NQF level:
Title: : Life Orientation: Introc Psychology 1A	luction to	Title: Life Orientation: Intro Psychology 1B	duction to
Content: Integration of theory and practice of the following study units: introduction and background to psychology; psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.		Content: Reflection and integration of the theory and practice on the following study units: motivation and emotion; sexuality and gender; To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular.	
Module outcomes: To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are expected to trace and see the relevance of reviewed concepts in relation to the needs of learners as both individuals and groups within the same classroom.		Module outcomes: To students to various aspec psychological developm children and adolescents promote responsible manag psychological and problems in schools in gene classrooms in particular.	ts of the ent of so as to gement of emotional
Method of delivery: Full Time		Method of delivery: Full Time	
Assessment modes: This m assessed by means of examination.	odule is	Assessment modes: This assessed by mea examination	
Module code:- Semester 1: ESML111 NQF level:		Semester 2: ESML112	NQF level:
Title: : Mathematical Literacy 1A	-	Title: Mathematical Literacy 2B	
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae		Content: Fractions, percentages, positive expor roots, associative, commut distributive laws, the concep ratio, direct proportion an proportion, simple formulae	ative and ots of rate,
Module outcomes: To develop in st basic mathematical literacy compete a view to helping the students	ncies with	Module outcomes: To d students the basic mat literacy competencies with	hematical

	competencies in contexts encountered in other disciplines.		helping the students use such competencies in contexts encountered in other disciplines.	
Method o	f delivery: Full Time		Method of delivery: Full Tir	ne
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This assessed by mean examination	
Module code:-	Semester 1: ESPC111	NQF level:	Semester 2: ESCR412	NQF level:
	Natural Science and Te and Chemical Properties of	echnology Matter	Title: Physical Science Edu	ication 4B
	Matter and materials. Chemical bonding. Prop		Content: The Historical Dev of the Atomic Model, Structure, Periodic Table, F of the Periodic Table, Wave Light, Quantum Mechar Atomic Orbitals, Chemical Molecular Geometry and Theories, Organic Chemistry	Atomic Periodicity Nature of nics and Bonding, Bonding
understar properties	Module outcomes: To develop students' understanding of chemical and physical properties of matter and how materials with these properties can be processed into products.		Module outcomes: To develop critical reasoning and problem solving skills through the application of chemical concepts and proficiency in the laboratory in manipulative, planning, data processing and data communication skills.	
Method o	of delivery: Full Time		Method of delivery: Full Tir	ne
Assessm assessed	ent modes: This models: This models by means of examination	odule is	formative assessment participation in class, ass (academic and professio	nal) and ummative
Module code:-	Semester 1: ESPS111	NQF level:	Semester 2: ESMM412	NQF level:
	Title: Natural Science and Technology (Process Skills, Technology and Society)		Title: Mathematics (Mathematics)	Financial
Content: Process skills: Measurements, observations; etc. exponential notation, precision and accuracy, significant figures. Writing of scientific reports. Defining concepts of technology and technology education within the national curriculum. Understanding the technological process and sub processes (design process). The interdisciplinary nature of technology		Content: To develop understanding of mathematics.	students' financial	
understar	outcomes: To develop iding a range of process skil / for engaging in the pr	ls that are	Module outcomes: To students' understanding of mathematics.	develop financial

the stude	nowledge construction and t ents' understanding of tech	nology as			
process and product, and to appreciate the role and value of technology for society.					
Method o	of delivery: Full Time		Method of delivery: Full Time		
Assessm by means	nent modes : This module is s of	assessed	Assessment modes:		
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212 NQF level:		
Title: Isi	Zulu Language Education 2/	Ą	Title: IsiZulu Language Education 2B		
Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism		
educators	Module outcomes: To equip student- educators with essential skills for the identification and interpretation of spoken and written texts and speeches.		Module outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills		
Method o	of delivery: Full Time		Method of delivery: Full Time		
	nent modes: This module is s of examination	assessed	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212 NQF level:		
Title: En	glish Language Education 2	2A	Title: English Language Education 2B		
Content:			Content:		
	 The principles of communication in the classroom. 		 Introduction to literature studies. 		
	 Facilitating language learning in the classroom. 		– Poetry – Novels		
 Developing listening to improve communicative competence. 		 Short stories 			
 Improving the speaking skill as a means of enhancing communicative competence. 					
competence.					
– Crit		language:			

- Adv	ertisements			
Module outcomes: To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.		Module outcomes: To provide students with skills and knowledge to analyze literary texts.		
Method o	f delivery: Full Time		Method of delivery: Full Tir	ne
Assessm by means	ent modes: This module is of	assessed	Assessment modes: This assessed by means of	module is
Module code:-	Semester 1: EESH211	NQF level:	Semester 2: ESBP412	NQF level:
Title: De	velopment of Political Institu	itions	Title:	
Content:			Content:	
 Orientation to module Significant institutions within society The Greek and Roman Political Experience The early Stone and Iron Age societies in Southern Africa Transition to Modern Age Political Categories Modern Political Developments Political developments in South Africa Module outcomes: To equip students with 		Module outcomes:		
study of Institution of Politica	knowledge and analytical skills required in the			
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessm by means	ent modes: This module is of	assessed	Assessment modes:	
Module code:-	Semester 1: EESE211	NQF level:	Semester 2: EESE212	NQF level:
Title: Sciences	Economic and Mai 2A (Economics)	nagement	Title: Economic and Management Sciences 2B (Accounting)	
Content:			Content:	
1. Accounting equation		 Partnership Sole trader AFS (Profit and loss 		
2. Value Added Tax (VAT)		Income statement and		
3. Salaries and wages		sheet) 3. GAAP principles		
4. Non-current Assets		 Cash transactions a reconciliation 	ind Bank	
	r-end adjustments utcomes:		5. Credit transactions Module outcomes:	
This mod	ule will prepare learners to in the knowledge, skills		This module will prepare lea be well-grounded in the kno	

principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.			skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.	
	f delivery: Full Time		Method of delivery: Full Tin	
	ent modes: This module is of examination	assessed	Assessment modes: This assessed by means of exan	
Module code:-	Semester 1: EPPM211	NQF level:	Semester 2: ESPG412	NQF level:
Title: Li Developm	fe Orientation: Physical a nent	ind Motor	Title: Life Sciences Educat	ion
Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities.		Content: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.		
Module outcomes: The aim of this module is to give learners the necessary grounding for the further study of kinesiology and sport bio mechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement.		formative assessment-	ontinuous test, sentation; through	
Method o	f delivery: Full Time		Method of delivery: Full Time	
	ent modes: This module is of examination	assessed	Assessment modes:	
Module code:-	Semester 1: ESMT211	NQF level:	Semester 2: ESMT212	NQF level:
	Title: Mathematics 2A (Set, theory and functions)		Title: Mathematics 2B Algebra and Matrices)	(Vector,
Content: Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.		Content: Instructional include lectures, group dis independent learning research/study projects	methods cussions, and	
teachers, module ei	outcomes: To broaden p knowledge on the theory of mphasizes the mathematica entails formal methods of	sets. This I theory of	Module outcomes: To students understanding of and vectors algebra.	

applied problem solving techniques related to sets.			Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.	
Method o	of delivery: Full Time		Method of delivery: Full Tin	ne
	ent modes: This module is of examination	assessed	Assessment modes: This assessed by mea examination	
Module code:-			Semester 2: EESA432	NQF level:
	tural Science and Technolo nical Processes	ogy (Earth	Title: Accounting Education	ו 4B
Content: Concepts of a mole, acids Bases and Buffers, Earth and beyond, Ecosystem, Human populations, Water cycle, Carbon cycle and Nitrogen cycle.		Content: – Non-profit organisation – Incomplete records – Non-current assets – Manufacturing concern – Budgeting – Inventory Systems		
understar	Module outcomes: To develop students' understanding of chemical processes and the earth as a set of related systems.		Module outcomes: To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences	
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessm by means	ent modes: This module is of	assessed	Assessment modes:	
Module code:-	Semester 1: ESEE211	NQF level:	Semester 2: ESEC412	NQF level:
	Natural Science and To nd Energy Transfers)	echnology	Title: Technology (E Circuits, components and	lectronic sensors)
Content: Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas, interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.		Content: Control circuits an logic controls, rectificatio design, circuit construct soldering, circuit testing	n, circuit	
Module outcomes: To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.		Module outcomes: To students in understanding o electronic circuits, compor sensors and gain practica designing and making of circuits.	f complex ients and I skills in	
Method o	f delivery: Full Time		Method of delivery: Full Tin	ne
Assessm by means	ent modes: This module is of	assessed	Assessment modes:	

Module code:-	Semester 1: ESIT411	NQF level:	Semester 2: ESEM212	NQF level:
Title: Te	chnology (ICT Technologies	;)	Title: Natural Scien Technology	ce and
Content: and inter	Computer fundamentals, I net.	Microsoft	Content: Electricity and m circuit concepts and cor control devices, output control logic and rectification	nponents, devices,
knowledg of ICT in these ski	outcomes: To develop e, understanding and skills of technology education and ills in the facilitation of te for the GET Band.	of the role to apply	Module outcomes: To students' understanding of and magnetic properties of m practical application of circuits.	natter and
Method o	of delivery: Full Time		Method of delivery: Full Tir	ne
Assessm	ent modes:		Assessment modes: This assessed by mean examination	
Module code:-	Semester 1: ESAE411	NQF level:	Semester 2: ESWS212	NQF level:
Title: Ph Electronic	ysical Science Education (, s)	Advanced	Title: Natural Science and Technology (Waves, Sound and Light)	
Content: digital ele	Fluid mechanics analogy el ctronics	ectronics,	Content: Waves, sound and light; geometrical optics, spectacles/lenses, response and coordination, Senses and nervous systems, hormones	
understar	outcomes: To develop nding of advanced phys concepts		Module outcomes: To students' understanding of sound and light and their co to life and tech advancement.	f waves,
Method o	of delivery: Full Time		Method of delivery: Full Time	
Assessm	ent modes:		Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: EESE311	NQF level:	Semester 2: EESE312	NQF level:
	Title: Economic and Management Sciences Method 3A		Title: Economic and Management Sciences Method	
Content: Accounting Learning Programme Development. Accounting Lesson Planning. Teaching of the Analysis and recording of business transactions. Teaching of Trial Balance. Teaching of Closing Entries. Teaching of Special Journals. Teaching of Depreciation. Teaching Accruals (and reversing entries). Testing and evaluating in Accounting.		Content: Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences. Evaluation/ Assessment in Economic and Business Management. Specific Teaching Methods for Economic and Business Management. Use of Teaching Aids/ Learning and Teaching Support		

			Materials. Questioning du Lesson.	uring the
Module outcomes: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.			Module outcomes: This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.	
Method o	f delivery: Full Time		Method of delivery: Full Tir	ne
	ent modes: This module is of examination	assessed	Assessment modes: This assessed by mean examination	
Module code:-	Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:
Title: Me	thod of Life Orientation		Title: Method of Life Orient	ation
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.		Content: Reflection on the school community, stress at management, leadershi teamwork, the principles teaching, classroom mar organization and discipline a planning in relation to the experience; and involvement. To modi instructional and as strategies to accommodate with special needs.	nd conflict p and of good nagement, and lesson eir school parental fy both sessment	
Module outcomes: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices		Module outcomes: To build and reflect on teaching and learning strategies used in South African classrooms in order to deepen the students' understanding of the link between theory and practice. To explore the issues of special education in schools.		
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessment modes: This module is assessed by means of examination		Assessment modes: This assessed by mean examination		
Module code:-	Semester 1: ESMT311	NQF level:	Semester 2: ESMT312	NQF level:
Title: Ma	thematics Method		Title: Mathematics Method	
				105

Content: Mathematics: definitions and scope, planning for mathematic types of assessment in mathematics Module outcomes: To demons understanding of the fields of knowle underpin Mathematics Method of delivery: Full Time Assessment modes: This module is by means of examination	Content: Generics of classroom practice, Stratt teaching Mathematics, Knov Teaching Mathematics and I Learning Programmes Mathematics Module outcomes: To be select and use appropriate and learning strategies and variety of these with emp multi step and non-routine p Method of delivery: Full Tir Assessment modes: This is assessed by mean	viedge for Designing for e able to teaching d apply a hhasis on roblems. me module is	
		examination	
Module Semester 1: ESMN311 code:-	NQF level:	Semester 2: ESMN312	NQF level:
Title: Senior Phase Natural Science	itle: Senior Phase Natural Science Method		I Science
Content: Teaching skills in the Life Sciences, Managing Life Science classrooms and laboratory, field work and environmental education, policy documents, learning theories, planning and lesson presentation.		Content: Forms of ass baseline, diagnostic, forma summative.	
Module outcomes: To equip stuc knowledge and skills needed to facilitate at Intermediate and Sen levels.	effectively	Module outcomes: To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.	
Method of delivery: Full Time		Method of delivery: Full Tir	me
Assessment modes: This module is by means of examination	assessed	Assessment modes: This assessed by mean examination	
Module Semester 1: ESTM311 code:-	NQF level:	Semester 2: ESTM312	NQF level:
Title: Technology Method		Title:TechnologyMethod(Intermediate Phase)	
Content: Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.		Content: Teaching te projects and case assessment.	chnology: studies;
Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.		Module outcomes: To	
technology education teachers to	become	specialist skills and com relevant to the teaching, lea assessment of technology in the GET Band.	rning and

Assessment modes : This module is assessed by means of examination			Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: EEMS311	NQF level:	Semester 2: EEMS312	NQF level:
Title: Me	thod of Social Sciences		Title: Method of Social Scie	ences
 Content: Teaching skills in Social Sciences Managing the Social Sciences classroom and able to conduct practical's The relationship between the three stage of planning when developing Learning Programmes; Teaching and learning strategies, methods and techniques; Teaching and learning resources; Effective lessons and activities to ensure learners participation; Designing and presenting Social Sciences (Geography section) Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences 			Content: Geography teaching and learning approaches Content breakdown for Geography in schools Assessment in Geography Subject Development Role of Geography in the new South Africa Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in	
Method o	f delivery: Full Time		Social Sciences. Method of delivery: Full Time	
	ent modes: This module is of examination	assessed	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1:EESS411	NQF level:	Semester 2: ELZN312	NQF level:
Title: Hu	man Rights Issues		Title: IsiZulu Language Me	thod 3B
Content: Universal declaration of human rights Human rights issues in south Africa Global human rights issues Historical issues in the south African 		Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills		
for studer – To u	butcomes: This module is it educators to enable them understand the challenges its Issues internationally an	of Human	skills Module outcomes: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the	

 To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase To increase content knowledge of General and South African history. Method of delivery: Full Time 			relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole. Method of delivery: Full Time		
Assessm	ent modes:		Assessment modes: Thi assessed by me examination	ans of	
Module code:-			Semester 2:ELGN312	NQF level:	
Title: Life	e Sciences (Biological Syste	ems)	Title: English Language	Method 3B	
respiration	Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.		Content: Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinaesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of subject frameworks and work schedules		
Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living.		Module outcomes: To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers-lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans			
Method o	Method of delivery: Full Time		Method of delivery: Full Time		
Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1:ELZN411	NQF level: 7	Semester 2:ELZN412	NQF level: 7	
	Zulu Language Education 4/		Title: IsiZulu Language E		
versus Exploratio language	Theories of language a theories of language in of the factors causing b learning. Evaluation of appr development. A critical revi	learning. parriers to paches to	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology		

role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication		
Module outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning		Module outcomes: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language			
Method of	of delivery: Full Time		Method of delivery: Full Ti	me	
Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1:ELGN411	NQF level: 7	Semester 2:ELGN412	NQF level: 7	
Title: En	glish Language Education 4	A	Title: English Language 4B	Education	
Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).		Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.			
Module outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.		Module outcomes: To students with academic knowledge of English ar analytic skills of literally education. To review inter linguistic patterns, princi structures underpinning th language.	linguistic nd critical texts in sively the ples and		
Method o	of delivery: Full Time		Method of delivery: Full Time		
Assessm	ient modes:		Assessment modes:		
Module code:-	Semester 1:EESA411	NQF level:	Semester 2:EESA412	NQF level:	
Title: Ac	counting Education 4A		Title: Accounting Education	n 4B	
1. 2. 3.	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow st	tatement	Content: <u>Ratio analysis</u> : cu acid-test ratio, profitab leverage ratio. <u>Partnership</u> accounts; profit sharir appropriation accounts; statements. <u>Companies</u> : cc a form of enterprise; sh shareholders; share authorized share capital, iss capital, share values (par ar value shares), recordin	le ratio, <u>s</u> : current ig ratio; financial impany as hares and capital: sued share nd non-par	

		transactions. <u>Tax on companies</u> : recording provisional tax; provisional tax payments. <u>The financial</u> <u>statements</u> : income statement; balance sheet, notes to financial statement, objective of annual financial statements.		
Module outcomes: To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences.		Module outcomes: To enl ability to systematically re process financial inform appropriate books of accour student teachers of the Econ Management Sciences.	cord and ation in nts among	
Method of delivery: Full Time		Method of delivery: Full Tin	me	
Assessment modes:		Assessment modes:		
Module Semester 1:EESB411 code:-	NQF level:	Semester 2:EESB412	NQF level:	
Title: Business Management 4A		Title: Business Manageme	nt 4B	
Management of Small and Medi Enterprises (SMEs). Management	tudy. The ironment. um-sized in the Analysis. ating Unit Jnit and I prepare offectively	Content: The problem of Prin South Africa. The Enterprise as an Object of S Enterprise and Environment. Management and Medium-sized E (SMEs). Management International Environment Analysis. Quantitative Relinthe Operating Unit. Optim the Operating Unit and Entermodel Module outcomes: Module outcomes: This module will prepare let	Business study. The Business of Small nterprises in the ationships al Size of rprise	
knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.		grounded in the knowledge values, principles, meth procedures relevant to the subject learning area, phase professional or occupationa The module will, among oth ground participants in refil different approaches to tea learning. The participants wi	be well- ge, skills, ods and discipline, e of study, I practice. her things, ecting on ching and ill have an nowledge	
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes:		Assessment modes:		
Module Semester 1:EESC411 code:-	NQF level:	Semester 2:EESC412	NQF level:	
Title: Climatology		Title: Geomorphology		

Content:	Climatology		Content: Geomorphology		
	neral atmospheric circulatior	۱.	 Material of the earth's crust 		
	Clouds and clouds formation;		 The lithosphere and plate tectonics 		
– The	Thermodynamics;		 Introduction: the significance of understanding soils 		
– Atn	Atmospheric energy balance;		 Soil Resources: ✓ Soil formation, 		
	e general circulation of the se nisphere;	outhern	 ✓ Soil properties, 		
	nospheric circulation and we r Southern Africa;	ather	 ✓ Soil processes, ✓ Soil classification 		
	ge weather-producing proce	esses and	 ✓ Soil classification, ✓ South African Soils, 		
sys	tems;		 ✓ Soil erosion, 		
 We specified 	ather systems producing we Ils;	et and dry	✓ Soil conservation		
– We	ather forecasting in Souther	n Africa.			
the atmo hemisphe offers a atmosphe	outcomes: To introduce st spheric circulation of the ere particularly in Southern critical way of thinkir processes, istics and weather forecastin	Module outcomes: To equip students with competencies of understanding the interrelationships between human and their natural environment. It offers a critical way of thinking about atmospheric processes, geomorphology and hydrological processes.			
Method	of delivery: Full Time		Method of delivery: Full Time		
Assessm	nent modes:		Assessment modes:		
Module code:-	Semester 1:EESE411	NQF level:	Semester 2:EESE412 NQF level:		
Title: Ec	onomics Education 4A		Title: Economics Education 4B		
	ntent: rfect competition.		Content: <u>International Trade</u> : Reasons for Interpretation Trade; supply side analysis; demand side		
-	Demand for the product.		analysis; integration of demand and supply. <u>International payments</u> :		
_	Supply curve of the firm.		Exchange rates; exchange rates system; development of financial		
-	Long term equilibrium of t	the firm.	system and financial rand; balance of payments. Protection: Arguments f or		
-	 Impact of changes in the scale of production. 		protection; tariffs and tariffs system; general agreement on tariffs and		
2. Mo	netary Policy		trade. International economic integration: theory of customs union,		
-	Objectives of Monetary P	olicy.	market expansion, scale benefits and competition savings, investment and		
-	Monetary Policy Instrume	nts.	risks; labour, natural resources and entrepreneurship; regional economic		
-	Money Supply targets.		integration. International Trade Policy:		
-	The problems with the Po	olicy.	importance of International Trade Policy; the General Agreement on Tariffs and Trade; South African		

3.	Den	nand for and Supply of Mon	ey.	Trade Policy; reform of Int	ernational
	_	Demand for Money.	-	Trade Policy	
	_	Supply of Money.			
	_	Equilibrium in the Money	market.		
4.	Fina	ancial institutions.			
	_	South African Reserve Ba	ank.		
	_	Commercial Banks.			
	_	Land and Agricultural Bar	ık.		
	-	Industrial Development Co (IDC).	orporation		
	-	Small Bank Dev Corporation (SBDC)	velopment		
5.	Fisc	al Policy.			
	-	Fiscal Policy as a concep	t.		
	-	Fiscal Policy Instruments.			
	-	Co-coordinating Fisca Monetary Policies	al and		
eduo skills	cation	e and skills to address th in Economics. To equip stu- engaging critically with nd principles	dents with	students' understanding of t practical interplay of phenomena in the sul International Trade.	
Met	nod o	of delivery: Full Time		Method of delivery: Full Tir	ne
Ass	essm	ent modes:		Assessment modes:	
Mod cod		Semester 1:EPEC411	NQF level:	Semester 2:EPEC412	NQF level:
Title	: Life	e Orientation Civic Educatio	n	Title: Life Orientation Guidance	Career
Edu Con citize	cation stitutio ens. ecting	Civic Education, Componen a, Aspects of democra on, Rights and responsi Creating a human rights g humans rights, Civic edu	acy, the bilities of s culture,	multicultural approach to counselling and advocacy development for learners wi needs; assessment in counselling; using inform	career lue-based career y; career th special career
civic to be in a unde	know e resp demo erstan	outcomes: To equip stud vledge, skills and disposition ponsible citizens who partic poratic society. To assist st id the Constitution that repre- and needs of all South Africa	is in order ipate fully udents to esents the	Module outcomes: To students to the fields of information, career educa career counselling so as to e establishment of various effective educational	of career tion, and ensure the

		dedicated to the study of careers. To ensure the relevance of the career educator in the school.			
Method o	f delivery: Full Time		Method of delivery: Full Tir	me	
Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1:ESPB411	NQF level:	Semester 2: ESPB412	NQF level:	
Title: Life	Sciences Education		Title: Life Sciences processes and introduc genetics)	(Cellular ction to	
			Content: To enhance the understanding of the composition of tissues of p appreciate structural adapte in roots, stems, leaves and f	cellular plants and ation seen	
Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes		Module outcomes: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November			
Method o	f delivery: Full Time		Method of delivery: Full Time		
Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1:ESMT411	NQF level:	Semester 2:ESMT412	NQF level:	
Title: Ma	thematics Calculus (Differen	ntiation)	Title: Mathematics Integration)	Calculus(
respiration	Cell structure and function, n, circulation, excretion, rep keletal system.		Content: To demonstrate understanding of integration and transcendental function.		
Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living		Module outcomes: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November			
	Method of delivery: Full Time		Method of delivery: Full Time		
Method o	f delivery: Full Time		Assessment modes:		
	f delivery: Full Time ent modes:		Assessment modes:		
	-	NQF level:	Assessment modes: Semester 2:EESH412	NQF level:	

Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and imperialism - The Scramble for Africa. takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are interrelated; one cannot be perceived without the other. World War I – Nationalist Tensions. The Soviet Union. World War II. The Global Age since 1945. Module outcomes: The module aims to develop in-depth study of some of the themess related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments and changes in History. Module outcomes: Method of delivery: Full Time Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Mogreputation dynamics; Global and regional population dynamics; Global and regional population dynamics; Global and regional population dynamics; Global and regional population; catchments as integrated hydrological systems; identifying catchment boundaries; Population dynamics; Global and regional population dynamics; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population; Global and regional population;		Orientation to the module		Content: Heritage Stu interdisciplinary field of		
The Soviet Union. World War II. The Global Age since 1945. Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments and changes in History. Module outcomes: The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly to engage with some of the currently breaking debates in the field. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Module code:- Semester 1:EESG411 NQF level: Content: - Hydrology and water resources (drainage basin system); Semester composition of population dynamics; - Hydrology and water resources and hydrolog; - Population dynamics; - Nage and sex composition of populations; - - Water quality & water resource quality; - Age and sex composition of populations; - Rainfall patterns and runoff in South Africa Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teackes basic skills of demographic.	orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization		takes a critical look at preserve, present and p heritage. History and H interrelated; one cannot b	the way we participate in leritage are		
Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments and changes in History. Module outcomes: Method of delivery: Full Time The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly to engage with some of the currently breaking debates in the field. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Module conternet: Semester 1:EESG411 NQF level: Title: Water Resources Management Title: Population Geography Content: - Population dynamics; - Hydrology and water resources (drainage basin system); - - Introduction to water resources and hydrology; - - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - - Water quality & water resource quality; - Sources of demographic data - Water quality & water resource quality; - Sources of demographic data - Water quality & water resource management in South Africa underpinning geography Module outcomes: To equip students with competenc	'					
Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments and changes in History. Module outcomes: The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly to engage with some of the currently breaking debates in the field. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Module code:- Semester 1:EESG411 NQF level: Title: Water Resources Management Title: Population Geography Content: - Population dynamics; - - Hydrology and water resources (drainage basin system); - Right and regional population change and growth; - Hydrology; - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - Age and sex composition of populations; - Water quality & water resource quality; - Fertility, mortality and migration; - Groundwater: the hidden resource; - Sources of demographic data - Module outcomes: To equip students with competencies relating to opoulation dynamics, cultural environment and urban geography. It eaches basic	The Sovie	et Union. World War II.				
develop in-depth study of some of the themes The aim of the module is twofold: related to world history in order to equip Students with a broad insight into the dynamics underlying some of the major developments The aim of the module is twofold: and changes in History. Assessment solution Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Module Semester 1:EESG411 NQF code:- Semester 1:EESG411 NQF relation Semester 2:EESG412 NQF code:- Fittle: Water Resources Management Title: Population Geography Content: - Population dynamics; - Hydrology and water resources (drainage basin system); - Global and regional population dynamics; - Introduction to water resources and hydrological systems, identifying catchment boundaries; - Age and sex composition of populations; - Water quality & water resource quality; - Fertility, mortality and migration; - Rainfall patterns and runoff in South Africa Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It eaches basic skills of demographic. It eaches basic skills o	The Globa	al Age since 1945.				
Assessment modes: Assessment modes: Module code:- Semester 1:EESG411 NQF level: Semester 2:EESG412 NQF level: Title: Water Resources Management Title: Population Geography Content: - Hydrology and water resources (drainage basin system); - Population dynamics; - Of the population of the population of change and growth; - Introduction to water resources and hydrology; - Age and sex composition of populations; - Age and sex composition of populations; - Age and sex composition of population; - Sources of demographic data - Water quality & water resource quality; - Groundwater: the hidden resource; - Sources of demographic data - Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography. It teaches basic skills of demographic. Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It	Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments		The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly to engage with some of the currently breaking			
Module code:- Semester 1:EESG411 NQF level: Semester 2:EESG412 NQF level: Title: Water Resources Management Title: Population Geography Content: - Hydrology and water resources (drainage basin system); - Population dynamics; - Introduction to water resources and hydrology; - Population dynamics; - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - Age and sex composition of populations; - Water quality & water resource quality; - Sources of demographic data - Water quality & water resource; - Sources of demographic data - Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic		-			Time	
code:- level: level: Title: Water Resources Management Title: Population Geography Content: - Hydrology and water resources (drainage basin system); - - Introduction to water resources and hydrology; - Population dynamics; - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - Age and sex composition of populations; - Water quality & water resource quality; - Fertility, mortality and migration; - Water quality & water resource; - Sources of demographic data - Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa. Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic	Assessm		_			
Content: Content: - Hydrology and water resources (drainage basin system); - - Introduction to water resources and hydrology; - - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - Age and sex composition of populations; - Water quality & water resource quality; - Fertility, mortality and migration; - Water quality & water resource quality; - Sources of demographic data - Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography. It teaches basic skills of demographic.		Semester 1:EESG411				
 Hydrology and water resources (drainage basin system); Introduction to water resources and hydrology; The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; Water quality & water resource quality; Groundwater: the hidden resource; Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography 	Title: Wa	iter Resources Managemen	it	Title: Population Geography		
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 Groundwater: the hidden resource; Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic 	 basin system); Introduction to water resources and hydrology; The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment 			Content:		
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Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic	basi – Intro hydr – The cato syst bour	in system); oduction to water resources rology; river catchment: general co chments as integrated hydro rems, identifying catchment ndaries;	and oncepts, ological	 Population dynamic Global and regional change and growth; Age and sex compopulations; Fertility, mortality ar 	al population ; nposition of nd migration;	
competencies related to hydrological processes and water resource management in South Africa underpinning geography education. students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic	basi - Intro hydr - The cato syst bou - Wat	in system); oduction to water resources rology; river catchment: general co chments as integrated hydro rems, identifying catchment ndaries; er quality & water resource	and oncepts, ological quality;	 Population dynamic Global and regional change and growth; Age and sex compopulations; Fertility, mortality ar 	al population ; nposition of nd migration;	
uata analysis and description.	basi - Intro hydr - The cato syst bou - Wat - Gro - Rair Afric	in system); oduction to water resources rology; river catchment: general co chments as integrated hydro rems, identifying catchment ndaries; rer quality & water resource undwater: the hidden resou nfall patterns and runoff in S ca.	and oncepts, ological quality; rce; South	 Population dynamic Global and regional change and growth; Age and sex compopulations; Fertility, mortality ar Sources of demograme 	al population ; nposition of nd migration; aphic data	
Method of delivery: Full Time Method of delivery: Full Time	basi - Intro hydr - The catc syst bour - Wat - Gro - Rair Afric Module of competen processes South	in system); oduction to water resources rology; river catchment: general co shments as integrated hydro rems, identifying catchment ndaries; er quality & water resource undwater: the hidden resource undwater: the hidden resource fall patterns and runoff in S ca. Dutcomes: To equip studi icies related to hy s and water resource manage Africa underpinning g	and oncepts, ological quality; rce; South lents with rdrological gement in	 Population dynamic Global and regional change and growth; Age and sex compopulations; Fertility, mortality ar Sources of demogration Sources: To exist a students with competenciation of the competenciation of the comparison of the competenciation of the competenciat	al population ; nposition of nd migration; aphic data quip les relating cultural eography. It mographic	
Assessment modes: Assessment modes:	basi - Intro hydu - The cato syst bouu - Wat - Gro - Rair Afric Module of competen processes South education	in system); oduction to water resources rology; river catchment: general co chments as integrated hydro rems, identifying catchment ndaries; er quality & water resource undwater: the hidden resou nfall patterns and runoff in S ca. Dutcomes: To equip stud icies related to hy s and water resource mana Africa underpinning g	and oncepts, ological quality; rce; South lents with rdrological gement in	 Population dynamic Global and regional change and growth; Age and sex compopulations; Fertility, mortality ar Sources of demogrations Module outcomes: To east the sudents with competenciate population dynamics, cenvironment and urban greaches basic skills of derivata analysis and description.	al population ; nposition of nd migration; aphic data quip les relating cultural eography. It mographic tion.	

Module code:-	Semester 1:ESDF411	NQF level:	Semester 2: EPCE412	NQF level:	
Title : Tec	chnology Education		Title: Life Orientation: Citizenship Education		
Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics.		Content: Definition of the concept of 'citizenship'; ancient and modern concepts of citizenship; importance of citizenship (1910-1996); International trends in citizenship education: the UK, USA and RSA; Citizenship education in post-apartheid South Africa; Modern trends in citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African Schools.			
understan machines application	outcomes: To develop ding of the principles under and mechanical componen n of this knowledge to de echanical systems.	pinning of ts and the	Module outcomes: To students to think critically an about the development of th of citizenship over the years Africa and in other der around the world; to pr environment where stude evaluate modern trends in c education and underst relevance to present day Son	d logically e concept s in South mocracies ovide an ents can sitizenship cand its	
Method o	f delivery: Full Time		Method of delivery: Full Time		
Assessm	ent modes:		Assessment modes: Instructional methods include lectures, small group discussions, independent learning and research.		
Module	Semester 1:EPPD411	NQF	Semester 2:	NQF	
code:-		level:		level:	
	fe Orientation Personal a		Title:		
Title: Li Developm Content: enhancing personal include b happiness Communi Hygiene Feelings Negative Enhancen Relationst Skills, Me	fe Orientation Personal a itent The content to be covere g positive attitudes and and social aspects. Main pasic ways to achieve s, independence and succe cation Skills, Personal and Appearance, Unde and Emotions, Ways to Feelings and Emo- nent of self-esteem, nip, Problem Solving Skil ntal Health, Drug Educatio ucation, and School	nd Social ed aim at skills in harmony, ess in life. health, erstanding Manage otions , Peer ls, Study	Title: Content:		

of self-recognition, the evolving self-concept and search for identity in children.	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes:	Assessment modes:

FED.13.2.3. MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION - EBDIS3 FED13.2.3.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES Bachelor of Education: Intermediate and Senior- Mathematics, Science and Technology

Education				
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ESPS111	Natural Science and Technology 1A (Process Skills, Technology and Society)	12	6	NONE
ESPC111	Natural Science and Technology 1C (Physical and Chemical properties of Matter)	12	6	NONE
ESMT111	Mathematics 1A(Algebra)	12	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	6	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESGC112	Natural Science and Technology 1B (Graphic and Communication Design)	12	6	NONE
ESMM112	Natural Science and Technology 1D (Mechanics and Mechanical Systems)	12	6	NONE
ESMT112	Mathematics 1B(Figures and Shapes)	12	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
ESEE211	Natural Science and Technology Education 2A(Energy and Energy Transfers)	12	6	ESPS111
ESTE211	Natural Science and Technology 2C (The Earth and Chemical Processes)	12	6	ESPC111
ESMT211	Mathematics 2A (Set Theory and Functions)	12	6	ESMT111
ECTL212	Teaching & Learning Strategies	08	6	NONE
ESWS212	Natural Science and Technology 2B (Wave, Sound and Light)	12	6	ESMM112
ESEM212	Natural Science and Technology Education 2D(Electromagnetism)	12	6	ESMT112
		-		

ESMT212	Mathematics 2B (Vector, Algebra and Matrices)	12	6	ESMT112
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMN311	Natural Science Method 3A	12	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESTM311	Technology Method 3A	12	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESMT311	Mathematics Method 3A	12	7	ESPS111 ESGC112 ESPC111
				ESMT111 ESMM112 ESMT112
EDSE312	School Leadership & Management	08	7	NONE
EFMS312	Assessment in Education	08	7	NONE
ESTM312	Natural Science Method 3A	08	7	NONE
ESMT312	Technology Method 3A	08	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESMN312	Mathematics Method 3A	08	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & practice of curriculum development	16	7	NONE
ESCB411	Physical Science 4A (Chemical Bonding & Kinetics)	12	7	ESTE211
ESPB411	Life Sciences 4A: Practical Biological Concepts	12	7	ESTE211

ESDF411	Technology 4A	12	7	ESEE211
				ESEM212
ESMT411	Mathematics 4A:Differential Calculus	12	7	ESMT211 ESMT212
ESAE411	Physical Science (Advanced Electronics)	12	7	ESEM212
ESBS411	Life Sciences (Biological Systems)	12	7	ESTE211
ESIT411	Technology (ICT Technologies)	12	7	ESEE211
ESMM411	Mathematics 4A: (Statistics)	12	7	ESMT211
EAMS412	Management of School Systems &Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
ESCR412	Physical Science 4B	12	7	ESTE211
ESPG412	Life Sciences 4B Cellular Processes and Genetics	12	7	NONE
ESEC412	Technology 4B (Electronic Circuits, Components and Sensors)	12	7	ESTE211 ESEM212
ESMT412	Mathematics 4B: Integral Calculus	12	7	ESMT211 ESMT212
ESMP412	Physical Science 4B (Modern Physics)	12	7	ESEM212
ESBP412	Life Sciences 4B (Biological process in plants)	12	7	ESWS212
ESAT412	Technology 4B (Advanced technology design)	12	7	ESEM212
ESMM412	Mathematics Transformational Geometry	12	7	ESMT211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

First semester			First semester			First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/	4		Ancillary/	4		Ancillary/			Ancillary/	
ELLL111	С	08	EPDL211	С	0	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	ESEE211	C	12	ECAE311	C	08	ECTP411	C	16
ESPS111	С	12	ESTE211	С	12	ESMN311	С	12	Any two of the fo	llowing:	
ESPC111	С	12	ESMA211	C	12	ESTM311	С	12	ESCB411	E	2
ESMA111	С	12				ESMA311	С	12	ESPB411	E	12
									ESDF411	E	12
									ESMA411	E	12
									Any one of the fo		_
									ESAE411	E	12
									ESBS411	E	12
									ESIT411	E	12
									ESMM411	E	12
Total 1st		52	Total 1st		44	Total 1st		52	Total 1st		48
Year Level 1			Year level 2			Year level 3			Year level 4		
Second	Core/	•	Second			Second			Second semester		
Module code	Ancillary/	Cr	Module code	Core/ Aricillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Angillary/	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	C	08
EPHA112	C	08	ESWS212	Ć	12	EFMS312	C	08	EPRE412	C	08
ESGC112	С	12	ESEM212	С	12	ESTM312	C	08	Any two of the fo	owing:	
ESMM112	С	12	ESMA212	С	12	ESMA312	С	08	ESCR412	E	12
ESMA112	С	12				ESMN312	С	08	ESPG412	E	12
/						/			ESEC412	E	12
									ESMA412	E	12
									Any one of the following:		
									ESMP412		12
			├ / ─			├ / ─			ESBP412 ESAT412		12
			├ / ──			├ / ─			ESA1412 ESMM412		12
Total 2 nd semester		52	Total 2 ^{hd}		44	Total 2 nd		40	Total 2 nd semester	E	12 40
Total a semester		<i></i>	Total a			ear Monules		40	rotar z semester		40
Year Level 1	Year level 2			Year level 3 Year/e4							
ETSE100	С	16	ESTE200		32	E SE300		32	ETSE400		32
Year module	-	16	Year module		32	Year module		32	Year module credits		32
Total year level 1		120	Total year level 2		120	Total year level		124	Total year level 4		120
Total credits for the curriculum											

FED13.2.3.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (MATHS SCIENCE AND TECHNOLOGY) EBDIS 3

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED13.2.3.3 MODULE CONTENT AND OUTCOMES FOR -EBDIS3

	ER COURSES				
Module code:-	Semester 1: ESPS111	NQF level	Semester 2: ESGC112	NQF level:	
	latural Science and Tecl kills, Technology and Societ		Title: Natural Science and T (Graphic and Communication		
Content: P rocess skills: Measurements, observations; etc. exponential notation, precision and accuracy, significant figures. Writing of scientific reports. Defining concepts of technology and technology education within the national curriculum. Understanding the technological process and sub processes (design process). The interdisciplinary nature of technology		otation, figures. oncepts n within ing the ceesses ature of	Content: Drawing and interpretation of graphs. Reading of different scales. Conversion of units. Flow charts and cyclic diagrams. The development of communication technology a historical perspective. Purpose and elements of communication. The skills of graphic communication design. The skills of graphic communication design. Two-and-three. Dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning. Aesthetics – proportion, area division, spatial relationships, related shapes, stylization, colours, texture. Ergonomics-anthropometry		
understand necessary science known the studen process an	sutcomes: To develop st ling a range of process skills for engaging in the proc owledge construction and to o ts' understanding of techno d product, and to appreciate of technology for society.	that are cess of develop logy as	Module outcomes: To students' graphic communio design skills.	develop cation and	
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of		Assessment modes: This module is assessed by means of 50% continuous assessment. 50% summative assessment.			
Module code:-	Semester 1: ESPC111	NQF level	Semester 2: ESMM112	NQF level:	
Title: Natural Science and Technology (Physical and Chemical Properties of Matter			Title: Natural Science and Technology (Mechanics and Mechanical Systems)		
Content: Matter and materials. Chemical reactions. Chemical bonding. Properties of materials			Content: Mechanics (kinematics and dynamics): Motion. Force, work and power. Momentum.		
			Mechanical systems and concepts: Different types of motion in mechanical systems, conversion of motion and force. Knowledge of nature and function		

INTERMIDIATEAND SENIOR PHASE (MATHEMATICS, SCIENCE AND TECHNOLOGY)

		of: wheels; axles; gears; pulle cams; levers; clutches, bearings; screws. Knowledge ratios; mechanical a moments.	coupling;
Module outcomes: To develop st understanding of chemical and p properties of matter and how materia these properties can be processe products.	Module outcomes: To develop students' understanding of principles underpinning motion, functioning of machines and mechanical components and the application of this knowledge in the design of mechanical systems		
Method of delivery: Full Time		Method of delivery: Full Tim	е
Assessment modes: This module is as by means of examination	sessed	Assessment modes: This assessed by means of 50% assessment. 50% assessment.	
Module Semester 1: ESMA111 code:-	NQF level	Semester 2: ESMA112	NQF level:
Title: Mathematics 1A (Algebra)		Title: Mathematics 1A (Fi Shapes)	gures and
Content:	ons	Content: 1 Matrices - Basic operations - Determinants - Minors and cofactors 2 Geometry - - Analytic geometry - Circle geometry 2 Linear programming 3 Trigonometry - Pythagoras rule and Py identities - Sine and cosine formula - Area of any triangle - Compound angles - Sum to product formula - Graphs of trig functions - Trigonometric equations 4 Transformations - Reflection - Enlargement - Rotation - Shear and stretch	e

 Module outcomes: On successful completion of the module, students should be able to Demonstrate basic understanding of mathematical concepts. Identify, describe and classify the world through two-dimensional and three-dimensional objects. Apply mathematical knowledge and skills in solving problems in various contexts. 		 Module outcomes: On successful completion of the module, students should be able to Demonstrate knowledge and understanding of geometrical concepts. Apply geometrical concepts to solve problems in mathematics. Transform geometrical shapes and graphs. Demonstrate competence in using technology efficiently and effectively in mathematics. 		
Method of	delivery: Full Time		Method of delivery: Full Time	
assessed - Lectu or tea - Praci inves deve techr - Tuto - Synd - Praci (expe learn	 Assessment modes: This module is assessed by means of:- Lectures (face to face, limited interaction or technologically mediated) Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning etc.) Other (specify): Tests and Examination 		Assessment modes: - Lectures (face to face, limited interaction or technologically mediated) - Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques) - Tutorials: individual groups of 30 or less - Syndicate groups - Practical workplace experience (experiential learning/work-based learning etc.) - Other (specify): Tests and Examination	
	latural Science and Tec	level	Title: Natural Science and Technology	
	d Energy Transfers)	. 57	(Waves, Sound and Light)	
Content: Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas, interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.		Content: Waves, sound and light; geometrical optics, spectacles/lenses, response and coordination, Senses and nervous systems, hormones		
understand physical,	Module outcomes: To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.		Module outcomes: To develop students' understanding of waves, sound and light and their contribution to life and technological advancement.	
Method of	delivery: Full Time		Method of delivery: Full Time	
Assessme assessed	ent modes: This mod by means of	ule is	Assessment modes: This module is assessed by means of examination	

Module code:-	Semester 1: ESTE211	NQF level	Semester 2: ESEM212	NQF level:
	ural Science and Technology ical Processes	/ (Earth	Title: Natural Science and T	echnology
Buffers, Ea	Concepts of a mole, acids Bas Irth and beyond, Ecosystem, s, Water cycle, Carbon cyc ycle.	Human	Content: Electricity and mag circuit concepts and compone control devices, output device logic and rectification.	ents,
understand	outcomes: To develop st ling of chemical processes a set of related systems.		Module outcomes: To students' understanding of ele magnetic properties of m practical application of electri	ectrical and natter and
Method of	delivery: Full Time		Method of delivery: Full Tim	e
Assessme by means	ent modes: This module is as of	sessed	Assessment modes: This m assessed by means of exami	
Module code:-	Semester 1: ESMA211	NQF level	Semester 2: ESMA212	NQF level:
Title: M functions)	athematics 2A (Set, theo	ry and	Title: Mathematics 2B (Vect and Matrices)	or, Algebra
Number s subsets, A of Venn d Denumera	Content: Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.		Content: Instructional methods include lectures, group discussions, independent learning and research/study projects	
To broade on the theo the mather formal met	Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.		Module outcomes: To develop students understanding of matrices and vectors algebra. Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.	
Method of	delivery: Full Time		Method of delivery: Full Tim	e
Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.		iss, I ative	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: ESTM311	NQF level	Semester 2: ESTM312	NQF level:
Title: Tec	hnology Method	Title: Technology Method (Intermediate Phase)		
Content: Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.			Content: Teaching technology: projects and case studies; assessment.	

	· -				
	utcomes: To prepare pros education teachers to b		Module outcomes: To develop specialist skills and competences relevant to the		
competent in teaching methods of technology.		teaching, learning and assessment of technology education in the GET Band.			
Method of	delivery: Full Time		Method of delivery: Full Tim	e	
Assessme by means of	ent modes: This module is as of	sessed	Assessment modes: This assessed by	module is	
Module code:-	Semester 1: ESMA311	NQF level	Semester 2: ESMA312	NQF level:	
Title: Mat	hematics Method		Title: Mathematics Method		
planning f	ics: definitions, purpose and for mathematics lesson, ty nt in mathematics.		Content: Generics of classroom practice, Strat teaching Mathematics, Knor Teaching Mathematics and Learning Programmes for M	Designing	
Module ou	itcomes:		Module outcomes:		
	strate the understanding of th ge which underpin Mathema		To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.		
Method of	delivery: Full Time		Method of delivery: Full Time		
assessmer assignmen presentatio	ent modes: Continuous for nt through participation in ts (academic and professior ns, summative assessment ns in June.	class, al) and	Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in November.		
Module code:-	Semester 1: ESMN311	NQF level	Semester 2: ESMN312	NQF level:	
Title: Sen	ior Phase Natural Science M	ethod	Title: Senior Phase Natural Science Method		
Content: Teaching skills in the Life Sciences, Managing Life Science classrooms and laboratory, field work and environmental education, policy documents, learning theories, planning and lesson presentation.		s and nmental	Content: Forms of assessment: baseline, diagnostic, formative, and summative.		
Module outcomes: To equip students' with knowledge and skills needed to effectively facilitate at Intermediate and Senior Phase levels.		Module outcomes: To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.			
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of		Assessment modes: This module is assessed by			
Module code:-	Semester 1: ESIT411	NQF level	Semester 2:ESPG412	NQF level:	

Title: Tec	hnology (ICT Technologies)		Title: Life Sciences Education		
Content: Computer fundamentals, Microsoft and internet.		Content: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.			
Module outcomes: To develop students' knowledge, understanding and skills of the role of ICT in technology education and to apply these skills in the facilitation of technology education for the GET Band.		Module outcomes: Continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.			
	f delivery: Full Time		Method of delivery: Full Tim	e	
	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESCB411	NQF level	Semester 2: ESEC412	NQF level:	
Title: Phy	sical Sciences Education (Ch	emical)	Title: Technology (Electroni components and sensors)	c Circuits,	
properties	amics, chemical kinetics, c	hemical	Content: Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing		
understand	Module outcomes: To develop students understanding of advanced chemistry principles and practical skills.		Module outcomes: To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.		
	f delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESPB411	NQF level	Semester 2: ESBP412	NQF level:	
Title: Life	Sciences Education		Title: Life Sciences (Cellular Processes and introduction to Genetics)		
Content: The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering.		Content: Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment.			
Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes		Module outcomes: To en students understanding of t composition of tissues of p appreciate structural adaptati roots, stems, leaves and fruits	he cellular plants and on seen in		
Method of	f delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes: This assessed by means of formative assessment participation in class, as	continuous through	

			(academic and professional) and presentations, summative assessment through examinations		
Module code:-	Semester 1: ESDF411	NQF level	Semester 2: ESMP412 NQF level:		
Title : Tec	hnology Education		Title: Life Sciences (Cellular Processes and introduction to Genetics)		
machines,	Knowledge, design and applic introduction, application and ng in robotics.		Content: Reproductive pa diversity, patterns of stru function, indigenous and alie our environment.	cture and	
understand machines a application	butcomes: To develop s ling of the principles underpir and mechanical components of this knowledge to desi chanical systems.	nning of and the	Module outcomes: To en students understanding of t composition of tissues of p appreciate structural adaptati roots, stems, leaves and fruits	he cellular plants and on seen in	
Method of	delivery: Full Time		Method of delivery: Full Tin	10	
Assessment modes:			Assessment modes: This module is assessed by means of Instructional methods include lectures, group discussions, independent learning and research/study projects.		
Module code:-	Semester 1: ESMA411	NQF level	Semester 2: ESMA412 NQF level:		
Title: Mat	nematics Calculus (Differenti	ation)	Title: Mathematics Calculus (Integration)		
respiration	Cell structure and function, dig , circulation, excretion, repro eletal system.		Content: To demonstrate understanding of integration and transcendental function.		
Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living		unctions	Module outcomes: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November		
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESAE411	NQF level	Semester 2: ESAT412 NQF level:		
Title: Physical Science Education (Advanced Electronics)			Title: Technology Education (Advanced Technology)		
Content: F digital elec	luid mechanics analogy elec tronics	tronics,	Content: Mechanical, civil, electrical and perspective drawing, computer aided design.		

Module outcomes: To develop students understanding of advanced physics and electronic concepts		Module outcomes: To enhance students understanding and application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the complexion of technological process.			
Method of	delivery: Full Time		Method of delivery: Full Tim	е	
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESMM411	NQF level	Semester 2: ESMM412	NQF level:	
	Sciences (Cellular Process n to Genetics)	ses and	Title: Mathematics (Financial Mathematics)		
patterns of	Reproductive patents and d f structure and function, indi lants in our environment		Content: To develop students' understanding of financial mathematics.		
Module outcomes: To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.		Module outcomes: To students' understanding of mathematics.			
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November		Assessment modes:			

FED13.2.3.4 MODULE CONTENT AND OUTCOMES FOR - EBDIS3

INTERMIDIATE AND SENIOR PHASE – YEAR MODULES					
Мо	dule code:- Year Level 4: ESMA400		NQF level: 7		
Title	Ie: MATHEMATICS EDUCATION 4				
Cor	ntent:				
1.	Mathematics teaching and learning in se	chool			
-	Use elementary statistical information to learning and assessment processes an evidence-based solutions				
2.	Classroom research in Mathematics				
-	Use Action research in Mathematics to: ✓ gather and process information ✓ validate sources of information				
	 ✓ Validate sources of information ✓ address complex problems applyi theory-driven arguments 	ng evidence-based solu	itions and		
3.	Advanced development of pedagogical	content knowledge in N	lathematics		
_	Link the epistemology of Mathematics w Addressing alternative pre- and miscon		e		

4. Curriculum policies in Mathematics	3
---------------------------------------	---

- Critique curriculum policies in Mathematics
- 5. Reflection on teaching and learning experiences in Mathematics

Module outcomes:

On successful completion of the module, students will be able to...

- Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics
- Demonstrate the competence needed to use action research in Mathematics
- Reflect on teaching and learning experiences in Mathematics
- Critique curriculum policies in Mathematics

Demonstrate the competence needed to link the epistemology of Mathematics-to-Mathematics practice.

Method of delivery: Full Time

Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques). Tutorials: individual groups of 30 or less

Syndicate groups. Practical workplace experience (experiential learning/work-based learning etc.)

Other (specify): Tests and Examination

Module code:-	Year Level 4: ELZL400	NQF level: 7
Title: IsiZulu Hor	me Language Education 4	

1. IsiZulu Home Language teaching and learning in school

- Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions
- 2. Classroom research in IsiZulu Home Language
- Use Action research in IsiZulu Home Language to:
 - ✓ gather and process information
 - ✓ validate sources of information
 - ✓ address complex problems applying evidence-based solutions an theory driven arguments

3. Advanced development of pedagogical content knowledge in $\ensuremath{\mathsf{IsiZulu}}$ Home Language

- Link epistemology of IsiZulu Home Language with IsiZulu practices
- Addressing alternative pre- and misconceptions
- 4. Curriculum policies in IsiZulu Home Language
- Critique curriculum policies in IsiZulu Home Language

5. Reflection on teaching and learning experiences in IsiZulu Home Language

Module outcomes:

- Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language
- Demonstrate competence to use action research in IsiZulu Home Language
- Reflect on teaching and learning experiences in IsiZulu Home Language
- Critique curriculum policies in IsiZulu Home Language
- Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

FED.13.2.4.LIFE ORIENTATION AND LANGUAGE EDUCATION - EBDIS4FED.13.2.4.1MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Intermediate and Senior - Life orientation and Language Education				
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & trends in Education	08	6	NONE
ESML111	Mathematical Literacy 1A	08	5	NONE
EPIP111	Life Orientation: Introduction to Psychology 1A	16	6	NONE
ELZN111	isiZulu Language Education 1A	16	6	NONE
ELGN111	English Language Education 1A	16	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESML112	Mathematical Literacy 1B	08	5	NONE
EPIP112	Life Orientation: Introduction to Psychology 1B	16	6	NONE
ELZN112	isiZulu Language Education 1B	16	6	NONE
ELGN112	English Language Education 1B	16	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
EPPM211	Life Orientation 2A: Physical and Motor Development	16	6	EPIP111
ELZN211	isiZulu Language Education 2A	16	6	ELZN111

ELGN211	English Language Education 2A	16	6	ELGN111
ECTL212	Teaching & Learning Strategies	08	6	NONE
EPHE212	Life Orientation: Health Education	16	6	EPIP112
ELZN212	isiZulu Language Education 2B	16	6	ELZN112
ELGN212	English Language Education 2B	16	6	ELGN112
EALM311	School Leadership & Management	08	6	NONE
ECAE311	Assessment in Education	08	6	NONE
EPLO311	Life Orientation Method 3A	16	7	EPIP111
ELZN311	isiZulu Language Method 3A	16	7	ELZN111 ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111 ELGN112
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EPLO312	Life Orientation Method 3B	12	7	EPIP112
ELZN312	isiZulu Language Method 3B	12	7	ELZN111 ELZN112
ELGN312	English Language Method 3B	12	7	ELGN111 ELGN112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
EPSP411	Life Orientation: Social and Personal Development	12	7	EPPM211
EPEC411	Life Orientation: Civic Education	12	7	EPPM211
ELZN411	isiZulu Language Education 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELGN211
•			-	210

EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EPEC412	Life Orientation: Career Guidance	12	7	EPHE212
EPCE412	Life Orientation: Citizenship Education	12	7	EPHE212
ELZN412	isiZulu Language Education 4B	12	7	ELZN212
ELGN412	English Language Education 4B	12	7	ELGN211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE200
ETSE400	School Experience 4	32	7	ETSE300

First semester	First semester		First semester			First semester		First semester			
Module code	Core/	Cr	Module code	Core/	Cr 🖊	Module code	Core/	Cr 🖊	Module code	Core/	Cr
	Ancillary/			Ancillary/			Ancillary/			Ancillary/	
ELLL111		0 8	EPDL211		08	EALM311		08	EPIE411		08
EFIT111		08	EPPM211		16	ECAE311		08	ECTP411		16
ESML111		08	Choose any of t	he following:-		EPLO311		16	EPSP411		12
EPIP111		16	ELZN211		16	Choose any of	the following:-	/	EPEC411		12
Choose any o	f the following	1 :-	ELGN211		16	ELZN311		16	Choose any of	the following:	/
ELZN111		16				ELGN311	/	16	ELZN411		12
ELGN111		16						-	ELGN411		12
Total 1st semester		56	Total 1st semester		40	Total 1st semester		48	Total 1st semester		60
Year Level 1			Year level 2			Year level 3			Year level 4		
Second			Second			Second			Second		
semester			semester			somostor			semester EAMS412		-
ESCL112	/	08	ECTL212		08	EDSE312		08			08
EPHA112		08	EPHE212		16	EFMS312		08	EPRE412	/	08
ESML112		08	Choose any of t	he following:-		EPLO312		12	EPEC412		12
EPIP112		16	ELZN212		16	Choose any of	the following:-		EPCE412		12
Choose any of the	ne following:-		ELGN212		16	ELZN312		12	Choose any of	the following:-	
ELZN112		16				ELGN312		12	ELZN412		12
ELGN112		16							ELGN412		12
Total 2 nd		56	Total 2 nd		40	Total 2 nd		40	Total 2 nd		52
semester			semester			semester			semester		
					Year M	lodules				-	
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ESTE200		32	ETSE300		32	ET S E400		32
Year module credits		16	Year module credits		32	ear module credits		32	Year module credits		32
Total year level 1		128	Total year level 2		112	Total year level 3		120	Total year level 4		144
Total credits for	r the curriculu	m									504
June Parto ro											

FED.13.2.4.2 Qualification Name: Bachelor of Education: Intermediate and Senior – Life Orientation and Language EBDIS 4

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.4.3 MODULE CONTENT AND OUTCOMES FOR EBDIS4

	INTERMIDIATEAND SENIOR PHASE: EMS AND LANGUAGE EDUCATION - STUDY PERIOD ONE - SEMESTER COURSES				
Module code:-	Semester 1: ESML111	Semester 2: ESML112	NQF level:		
Title: Mat	hematical Literacy 1A		Title: Mathematical Literacy	2B	
roots, as distributive ratio, dire	Fractions, de es, positive exponen sociative, commutative a laws, the concepts act proportion and simple formulae	ve and of rate,	Content : Fractions, de percentages, positive expone roots, associative, commutati distributive laws, the concepts ratio, direct proportion and proportion, simple formulae	ive and of rate,	
Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			Module Outcomes: To dev students the basic mathe literacy competencies with a helping the students use competencies in c encountered in other discipline	matical view to such ontexts	
Method of	f delivery: Full Time		Method of delivery: Full time	9	
			Assessment modes: Con assessment through tests assignments and a final exan at the end of the semester.		
Module code:-	Semester 1: EPIP111	NQF level:	Semester 2: EPIP112	NQF level:	
Title: Life Psycholog	Orientation: Introduction y 1A	on to	Title: Life Orientation: Introductor Psychology 1B	uction	
practice c introductio psychology	y; psychological re	/ units: nd to search;	Content: Reflection and inte of the theory and practice following study units: motivati emotion; sexuality and gender	on the	
neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.			To introduce students to aspects of the psych- development of children adolescents so as to p responsible management psychological and en problems in schools in general classrooms in particular.	ological and promote t of notional	
Module outcomes: To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are expected to trace and see the relevance of reviewed concepts in relation to the			Module outcomes: To in students to various aspects psychological developmer children and adolescents sc promote responsible manage psychological and en problems in schools in general classrooms in particular.	of the nt of as to ment of notional	

	earners as both individu			
•	hin the same classroor	n.		
	f delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:
Title: IsiZ	ulu Language Educatio	on 1A	Title: IsiZulu Language Educ 1A	cation
	The rules of ly, Semantics and Ph impact in the teachir		Content: Development of attitudes in student-educators the acquisition of reading, view thinking skills. Exposition to th of prose, short stories, novels essay and drama. Th grounding in the essential litera	through ving and ne study s, formal horough
Module Outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
Method of	f delivery: Full Time		Method of delivery: Full tim	e
formative Participatic reflective w	Assessment modes: Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		formative assessment participation in class, assign and reflective writing; Sun assessment through examina	nmative
Module			June.	
code:-	Semester 1: ELGN111	NQF level:	June. Semester 2: ELGN112	NQF level:
code:-		level:		level:
code:- Title: Eng Content: Morpholog	ELGN111 lish Language Educati	level: on 1A Syntax, onology	Semester 2: ELGN112 Title: English Language Edu 1A Content: Development of attitudes in student-educators the acquisition of reading, view thinking skills. Exposition to th of prose, short stories, novels	cation critical through <i>v</i> ing and the study s, formal horough

Method of delivery: Full Time	Method of delivery: Full time
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	participation in class, assignments, and reflective writing; Summative assessment through examinations in November.
Module Semester 1: NQF code:- EPPM211 level:	Semester 2: EPHE212 NQF level:
Title: Life Orientation: Physical and Motor Development	Title : Life Orientation: Health Education
Content: Forms of motion; linear and angular kinetics; fluid mechanics movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics movement needs and injury prevention of prevalent disorders/disabilities.	education in schools, Role of a teacher in coordinated school health programs, Physical health and fitness ,Infectious and non-infectious diseases, Safety and prevention,
Module outcomes: The aim of this module is to give learners the necessary grounding for the further study of kinesiology and sport bio mechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement.	Life Orientation teachers with knowledge, skills and attitudes necessary to promote health and wellness, prevent diseases among young people and children and provide them with basic
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of continuous formative assessment through assignments, tests, portfolios, long essays/research paper presentations, and summative assessment through examinations and take-home tasks will be used in the program. Summative examination and tasks will be internally moderated.
Module code:- Semester ELZN211 1: NQF level:	Semester 2: ELZN212 NQF level:
Title: IsiZulu Language Education 2A	Title: IsiZulu Language Education 2B

Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism.		
Module Outcomes: To equip student- educators with essential skills for the identification and interpretation of spoken and written texts and speeches.			Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.		
	delivery: Full Time	tipuquo	Method of delivery: Full time Assessment modes: Continuous		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212 NQF level:		
Title: Eng	lish Language Educati	on 2A	Title: English Language Education 2B		
Content:			Content:		
	principles of commun e classroom.	ication	 Introduction to literature studies. 		
	itating language learnin room.	g in the	PoetryNovels		
	eloping listening to impro nunicative competence		 Short stories 		
mear	oving the speaking skill ns of enhancing municative competence				
 Critical analysis of language: propaganda, cartoons, advertisements 					
Module Outcomes: To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.			Module Outcomes: To provide students with skills and knowledge to analyze literary texts.		
Method of	delivery: Full Time		Method of delivery: Full time		
formative participatio			Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in		

through ex	aminations in June.		June.		
Module code:-	Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:	
Title: Met	hod of Life Orientation		Title: Method of Life Orientat	ion	
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			Content: Reflection on the rol school community, stress and management, leadership teamwork, the principles of teaching, classroom manag- organization and discipline and planning in relation to their experience; and parental invol To modify both instruction assessment strategies accommodate learners with needs.	conflict and f good gement, d lesson school vement. al and to	
Module outcomes: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices			Module outcomes: To bu reflect on teaching and strategies used in South classrooms in order to dee students' understanding of to between theory and practi explore the issues of special ed in schools.	learning African ben the the link ce. To	
Method of	f delivery: Full Time		Method of delivery: Full Time		
	ent modes: This mo by means of examinati		Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: ELZN311	NQF level:	Semester 2: ELZN312	NQF level:	
Title: IsiZ	ulu Language Method	3A	Title: IsiZulu Language Meth	od 3B	
Content: Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro- teaching laboratory. Design IsiZulu subject framework, work schedule and lears.		education. Selecting the in strategies, styles and approa IsiZulu additional la education. Language le Critical analysis of the la learning programs. IsiZulu design and presenting skills	of fiction r verse. national relevant nguage relevant ches to nguage earning. nguage		
educators	utcomes: To empower with the knowledge ar elevant methods, pri	nd skills	Module outcomes: To expose students to	lsiZulu	

techniques approaches to teaching IsiZulu as a FAL (First additional language).	Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: This module is assessed by means of examination
Module Semester 1: NQF code:- ELGN311 level:	Semester 2: ELGN312 NQF level:
Title: English language Method 3A	Title: English Language Method 3B
Content: Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivering. Application of this method in the micro-teaching laboratory. Design and present English subject framework, work schedule and lesson plans.	Content: Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of subject frameworks and work schedules.
Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).	Module Outcomes: To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.
Method of delivery: Full Time	Method of delivery: Full time
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through

			examinations in June.		
Module code:-	Semester 1: EPEC411	NQF level:	Semester 2: EPEC412	NQF level:	
Title: Life Orientation Civic Education			Title: Life Orientation Guidance	Career	
Content: Civic Education, Components of Civic Education, Aspects of democracy, the Constitution, Rights and responsibilities of citizens. Creating a human rights culture, Protecting humans rights, Civic education in schools.			multicultural approach to counselling and advocacy; development for learners with needs; assessment in counselling; using informa	career e-based career career special career	
Module outcomes: To equip students with civic knowledge, skills and dispositions in order to be responsible citizens who participate fully in a democratic society. To assist students to understand the Constitution that represents the interests and needs of all South Africans.			Module outcomes: To in students to the fields of information, career educatic career counselling so as to the establishment of various effective educational st dedicated to the study of care ensure the relevance of the educator in the school.	career on, and ensure types of rategies ers. To	
Method of	f delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: EPSP411	NQF level:	Semester 2: EPCE412	NQF level:	
Title:			Title: Life Orientation: Citizen Education	nship	
Content:			Content: Definition of the con 'citizenship'; ancient and concepts of citizenship; imp of citizenship; history of South citizenship (1910-1996); Inter trends in citizenship educatio UK, USA and RSA; Citi education in post-apartheid Africa; Modern trends in citi education: the new 'patrio 'cosmopolitanism'; the fut citizenship education in South schools.	modern ortance African national on: the zenship South zenship tism' or ure of	
Module outcomes:			Module outcomes: To in students to the conce citizenship/citizenship educa enable students to think critic logically about the develop the concept of citizenship of years in South Africa and i democracies around the w provide an environment	tion; to ally and ment of ver the n other orld; to	

			students can evaluate moder in citizenship education understand its relevance to day South Africa	n and
Method o	f delivery: Full Time	•	Method of delivery: Full Tin	ne
	ent modes: This by means of examin		Assessment modes: This m assessed by means of co formative assessment- assignments, class prese summative assessment examinations in November.	
Module code:-	Semester 1: NQF ELZN411 level: 7			NQF level: 7
Title: Isiz	ulu Language Educa	ation 4A	Title: IsiZulu Language Edu 4B	cation
learning. E barriers to of approa A critical	n versus theories of exploration of the factor o language learning. ches to materials der review of the role of learning. The role of lage learning (sr risk-taking, anxi	ors causing Evaluation velopment. culture in personality elf-esteem,	Content: Intensive review of complex and compound se Analysis of idiomatic express figures of speech. Applic morphology, semantics, pl and syntax in the teaching of language. Use of IsiZulu lang communication.	ntences. ions and ation of nonology of IsiZulu
educators learning. to langua of langua educators skills. Exp	Dutcomes: To exposite to the psychology of To familiarize them with ge learning and well a ge learning. To equivation with material with material de ploration of the imp anguage learning.	f language ith barriers as theories ip student velopment	Module Outcomes: To students with academic knowledge of IsiZulu and analytic skills of literally education. To review intensi linguistic patterns, principl structures underpinning the language	linguistic critical texts in ively the es and
Method o	f delivery: Full Time	•	Method of delivery: Full tim	ne
Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: Evalut the quality of lessons pr Continuous formative ass through participation in assignments, and reflective Summative assessment examinations in June.	esented. essment class,	
ModuleSemester1:NQFcode:-ELGN411level:			Semester 2: ELGN412	NQF level:
Title: Eng	glish Language Educ	ation 4A	Title: English Language Edu 4B	ucation
Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality			Content: Intensive review of complex and compound se Analysis of idiomatic express figures of speech. Applici morphology, semantics, pl and syntax in the teaching of language. Use of English language.	ntences. ions and ation of nonology f English

in language learning (self-esteem, courage, risk-taking, anxiety and empathy).	communication.
Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.	Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.
Method of delivery: Full Time	Method of delivery: Full time
Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.

FED.13.2.5. SOCIAL SCIENCES AND LANGUAGE - EBDIS5 FED.13.2.5.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Intermediate and Senior - Social Sciences and Language					
Module	Descriptive name	Credits	NQFL	Pre/Co	
ELLL111	Academic Literacy 1A (Language)	08	5	NONE	
EFIT111	Ideologies & trends in Education	08	6	NONE	
ESML111	Mathematical Literacy 1A	08	5	NONE	
EESG111	Introduction to Geography	16	6	NONE	
ELZN111	isiZulu Language Education 1A	16	6	NONE	
ELGN111	English Language Education 1A	16	6	NONE	
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE	
EPHA112	HIV/AIDS Education	08	6	NONE	
ESML112	Mathematical Literacy 1B	08	5	NONE	
ECHS112	Historical Studies	16	6	NONE	
ELZN112	isiZulu Language Education 1B	16	6	NONE	
ELGN112	English Language Education 1B	16	6	NONE	
EPDL211	Human Development and Learning	08	6	NONE	
EESH211	Development of political institutions	16	6	ECHS112	
ELZN211	isiZulu Language Education 2A	16	6	ELZN111	
ELGN211	English Language Education 2A	16	6	ELGN111	
ECTL212	Teaching & Learning Strategies	08	6	NONE	
EESG212	Environmental Studies	16	6	EESG111	
ELZN212	isiZulu Language Education 2B	16	6	ELZN111	
ELGN212	English Language Education 2B	16	6	ELGN111	
EALM311	School Leadership & Management	08	7	NONE	
ECAE311	Assessment in Education	08	7	NONE	

EEMS311	Method of Social Sciences 3A	16	7	ECHS112
LEWIGSTI	Method of Oocial Ociences 5A	10	'	
ELZN311	isiZulu Language Method 3A	16	7	ELZN111
LLZINGTI	isizata zangaage metriod or t	10	,	
ELGN311	English Language Method 3A	16	7	ELGN111
EDSE312	Society, Educational Law & School	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EEMS312	Method of Social Sciences 3B	12	7	ECHS112
ELZN312	isiZulu Language Method 3B	12	7	ELZN111
ELGN312	English Longuage Method 2D	12	7	ELGN111
EPIE411	English Language Method 3B Inclusive Education Studies	08	7	NONE
			•	
ECTP41	Theory & Practice of Curriculum	16	7	NONE
ELZN411	isiZulu Language 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELGN211
EESS411	Human Rights Issues	08	7	EESS111
				EESS112
EESC411	Climatology	08	7	EESG212
EESH411	The Changing World and Ideologies	08	7	EESH211
EESG411	Water Resources Management	08	7	EESG211
EAMS412	Management of School Systems &	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
ELZN412	isiZulu Language Education 4B	12	7	ELZN211
ELGN412	English Language Education 4B	12	7	ELGN211
EESS412	South Africa in Historical Perspective	08	7	EESS111
EESC412	Geomorphology	08	7	EESG212
EESH412	Heritage Studies	08	7	EESH211
EESG412	Population Geography	08	7	EESG111
				FESG112
L		l		FESG112

First semester			First semester			First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr 🖌	Module code	Core/	Cr 🚽	Module code	Core/	Cr
	Ancillary/			Ancillary/			Ancillary/			Ancillary/	
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	06
EFIT111	Č	08	EESH211	С	16	ECAE311	С	08	ECTP411	С	16
ESML111	Č /	08	Choose any of the foll	owing:-		EEMS311	С	16	Choose any of t	he following:-	7
EESG111	C /	16	ELZN211	E	16	Choose any of the	following:-		ELZN411	E	12
Choose any of the follo	wing:-		ELGN211	E	16	ELZN311	E	16	ELGN411	E	12
ELZN111	E	16				ELGN311	E	16	Choose any of t	he following	
ELGN111	E	16							EESS411	E	08
									EESC411	E	08
									EESH411	E	08
									EESG411	E	08
Total 1st semester	/	56	Total 1st		40	Total 1st		48	Total 1st		44
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second			Second			Second		
ESCL112	С	08	ECTL212	Ĺ	08	EDSE312	С	08	EAMS412	9	08
EPHA112	С	08	EESG212	С	16	EFMS312	9	08	EPRE412	C	08
ESML112	С	08	Choose any of t	ne followina:-	-	EEMS312	¢	12	Choose any of the	following:-	
ECHS112	С	16	ELZN212	E	16	Choose any of the fol	•	1	ELZN412	E	12
Choose any of the follo	wina:-		ELGN212	E	16	ELZN312	E	12	ELGN412	E	12
ELZN112	E	16				ELGN312	E	12	Choose any of the	-	1
ELGN112	E	16							EESS412	E	08
									EESC412	E	08
									EESH412	E	08
									EESG412	E	08
Total 2 rd semester		56	Total 2 nd		40	Total 2 nd		40	Total 2 nd		36
	1				Year Modu					1	
Year Level 1		1 10	Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module		32	Year module		32	Year module		32
Total year level 1		128	Total year level		112	Fotal year level		120	Total year		112
Total credits for the curri	culum										472

FED.13.2.5.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE AND SENIOR (SOCIAL SCIENCE AND LANGUAGE) EBDIS5

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.5.3. MODULE CONTENT AND OUTCOMES FOR EBDIS5

COURSES		LANGUAGE EDUCATION- SEMESTER	
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112 NQF level:
Title: Mat	hematical Literacy 1A	Title: Mathematical Literacy 2B	
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae
Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			Module Outcomes : To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.
Method of	delivery: Full Time		Method of delivery: Full time
through t	ent modes: Continuous ests and assignments a n at the end of the semester.	Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.	
Module Semester 1: EESG111 NQF code:- level:			
	Semester 1: EESG111		Semester 2: ECHS112 NQF level:
code:-	Semester 1: EESG111 oduction to Geography		Semester 2: ECHS112 NQF level: Title: Historical Studies
code:- Title: Intro		level:	
Code:- Title: Intro Content: 1	oduction to Geography	level:	Title: Historical Studies Content: – The study of History within the
code:- Title: Intro Content: 1 •Represen	oduction to Geography The nature and scope of Socia	level: al Sciences ad map use	Title: Historical Studies Content: - The study of History within the Social Sciences
code:- Title: Intro Content: 1 •Represen •Population	oduction to Geography The nature and scope of Socia tation of the earth on maps ar	level: al Sciences ad map use opment	Title: Historical Studies Content: - The study of History within the Social Sciences - Current thinking and practice in Historical Studies
Code:- Title: Intro Content: 1 •Represen •Population •The conce	oduction to Geography The nature and scope of Socia tation of the earth on maps ar n growth and economic develo	al Sciences ad map use opment nability	Title: Historical Studies Content: - The study of History within the Social Sciences - Current thinking and practice in Historical Studies - The Leaning and scope of History - The importance of History as a
code:- Title: Intro Content: 1 •Represen •Population •The conce •Sustainab	oduction to Geography The nature and scope of Socia tation of the earth on maps ar n growth and economic develo ept of development and sustai	level: al Sciences ad map use opment nability cal concept	Title: Historical Studies Content: - The study of History within the Social Sciences - Current thinking and practice in Historical Studies - The Leaning and scope of History - The Leaning and scope of History as a discipline and its value as a school
code:- Title: Intro Content: T •Represen •Population •The conce •Sustainab •Impact of	oduction to Geography The nature and scope of Socia tation of the earth on maps ar n growth and economic develo ept of development and sustai ile development as geographi	level: al Sciences ad map use opment nability cal concept	Title: Historical Studies Content: - The study of History within the Social Sciences - Current thinking and practice in Historical Studies - The Leaning and scope of History - The importance of History as a discipline and its value as a school subject - The integration of knowledge,
code:- Title: Intro Content: 1 •Represen •Population •The conce •Sustainab •Impact of •Global en •Geograph	oduction to Geography The nature and scope of Socia tation of the earth on maps ar n growth and economic develo ept of development and sustai ile development as geographic development and conservatio vironmental problems	level: al Sciences ad map use opment nability cal concept n ysis and	 Title: Historical Studies Content: The study of History within the Social Sciences Current thinking and practice in Historical Studies The Leaning and scope of History The importance of History as a discipline and its value as a school subject

Market 1 - 1 - 1 - 1 - 1 - 1 - 1				
Module outcomes: To introduce stud relationship between people, and betw		Module outcomes:		
and environment. It also equips studen insight underlying scientific principles an the world.	 To orientate students a field of study and as of Social Sciences 			
	 To introduce stude transformed vision teaching and learning 	for History		
Method of delivery: Full Time		Method of delivery: Full T		
Assessment modes: This module is a means of examination	assessed by	Assessment modes: Th assessed by means of:-	is module is	
Module Semester 1: ELZN111	NQF	Examinations Semester 2: ELZN112	NQF level:	
code:-	level:			
Title: IsiZulu Language Education 1A		Title: IsiZulu Language Ed	lucation 1A	
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.		Content: Development of co in student-educators t acquisition of reading, thinking skills. Exposition to prose, short stories, novels, and drama. Thorough grou essential literary term	hrough the viewing and the study of formal essay	
Module Outcomes : To equip student-ec basic knowledge of General Linguistics reference to Syntax, Morphology, Ser Phonology.	with special	Module Outcomes: To essential language skills th them to critically interpret academic, literary and profe To apply thinking and reas language education.	and analyze essional texts.	
Method of delivery: Full Time		Method of delivery: Full time		
assessment through Participation assignments, and reflective writing;	assessment through Participation in class,			
Module Semester 1: ELGN111 code:-	NQF level:	Semester 2: ELGN112	NQF level:	
Title: English Language Education 1A		Title: English Language E	ducation 1A	
Content: The rules of Syntax, Semantics and Phonology and their in teaching of a language.	Content: Development of co in student-educators to acquisition of reading, thinking skills. Exposition to prose, short stories, novels, and drama. Thorough group	hrough the viewing and the study of formal essay		

Γ	essential literary term		
Module Outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.		
Method of delivery: Full Time	Method of delivery: Full time		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.		
Module Semester 1: EESH211 NQF code:- level:	Semester 2: EESG212 NQF level:		
Title: Development of Political Institutions	Title: Environmental Studies		
Content:	Content:		
 Orientation to module Significant institutions within society The Greek and Roman Political Experience The early Stone and Iron Age societies in Southern Africa Transition to Modern Age Political Categories Modern Political Developments Political developments in South Africa 	 Environmental education Definitions, aims and goals of Environmental Education (EE) EE as a response to the environmental crisis History of EE at an international and local level EE approaches and methods; Learner support material development; Practical project: Participatory environmental education Environmental resources and environmental protection What is a natural resource? Mineral and energy resources Settlement patterns, including internal structures of settlements and location patterns in South Africa and elsewhere; Factors affecting settlement patterns, including physical, environmental, social, political and economic 		
Module outcomes: To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety of Political Institutions and their role in the development of communities and societies.	Module outcomes: To teach and guide students of diverse backgrounds to knowledge and understanding of Environmental and Human Geography; the relationship between man and his environment and the issues that arise from this interaction.		

Method o	f delivery: Full Time	Method of delivery: Full T	ime		
Assessm means of	ent modes: This module is a	Assessment modes: This module is assessed by means of:-			
			 Written academic ass Oral presentation=5% Task and activities=1 Project=10% Practical=10% tests =20% 	ó	
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212	NQF level:	
Title: IsiZ	Culu Language Education 2A		Title: IsiZulu Language Ed	lucation 2B	
Understan persuasive Preparatio essentials	Development of listening and sp ding of types of spoken text: e, entertaining and instru n for a speech delivering. Unde of Communication process: d its receiver.	Content: Creative writing. of stories: play reading, scr poetry reading. Respond without words. Discussio Understanding various typ adventure, farm historical stories. Understan good story; plot, setting conflict, mood, theme and s	ipt writing and ing to films n of books. es of stories: ily, misery and ding parts of a , characters,		
essential s	utcomes: To equip student-ec skills for the identification and int id written texts and speeches.	Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.			
Method o	f delivery: Full Time		Method of delivery: Full time		
Assessme assessme assignmer assessme	nt through participation	in class, Summative	Assessment modes: formative assessment participation in class, assist reflective writing; Summativ through examinations in Jur	gnments, and e assessment	
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212	NQF level:	
Title: Eng	glish Language Education 2A		Title: English Language Education 2B		
class – Faci – Devi com – Impr enha			Content: – Introduction to literatur – Poetry – Novels – Short stories	re studies.	
	car analysis of language, propag oons, advertisements	yanua,			

Module Outcomes: To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.	Module Outcomes: To provide students with skills and knowledge to analyze literary texts.	
Method of delivery: Full Time	Method of delivery: Full time	
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
Module Semester 1: EEMS311 NQF code:-	Semester 2: EEMS312 NQF level:	
Title: Method of Social Sciences	Title: Method of Social Sciences	
Content:	Content:	
 Teaching skills in Social Sciences Managing the Social Sciences classroom and shifts to conduct section? 	1. Geography teaching and learning approaches	
able to conduct practical's The relationship between the three stage of planning when developing Learning 	2. Content breakdown for Geography in schools	
Programmes; — Teaching and learning strategies, methods and	3. Assessment in Geography	
techniques;	4. Subject Development	
 Teaching and learning resources; Effective lessons and activities to ensure learners participation; Designing and presenting Social Sciences lessons; 	5. Role of Geography in the new South Africa	
 Professional facilitation of Social Sciences (Geography section) 		
Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences	Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences.	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of This module will make use continuous as well as summative assessment to evaluate skills, knowledge and attitudes attained in class. One of the assessment tasks will involve the school-based evaluation where students will simulate and reflect on the teaching experiences. The following methods and strategies will be used assess for the achievement of intended competencies. – Assignment, – project, – individual activities,	

		 presentation 		
		 Classroom presentati examinations 	on	
Module Semester 1: ELZN311 code:-	NQF level:	Semester 2: ELZN312	NQF level:	
Title: IsiZulu Language Method 3A	Title: IsiZulu Language Me	ethod 3B		
Content: Exploration of traditional teach together with their strength and weak Grammar Translation Method and Method. Exploration of modern Cot teaching methods. Analyses of CAPS. E language teaching principles, technique approaches (text-based, communicative based). Exploration of learning styles: vis kinesthetic, tactile and aural and oral lea Preparation for a speech delivery. Applica teaching methods in the micro- teachin Design IsiZulu subject framework, work s lesson plans.	viewing and critical analy (literacy narrative in pro- Interpret and implement language curriculum policie IsiZulu additional language Selecting the relevant stra and approaches to IsiZu language education. Langu Critical analysis of the lang programs. IsiZulu writing, presenting skills	se or verse. the national es relevant for je education. tegies, styles ilu additional iage learning. uage learning design and		
Module Outcomes: To empower stude with the knowledge and skills of the relev principles, techniques approaches to tea as a FAL (First additional language).	ant methods,	Module Outcomes: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.		
Method of delivery: Full Time		Method of delivery: Full time		
Assessment modes: Continuous assessment through participation assignments, and reflective writing; assessment through examinations in Jun	in class, Summative	Assessment modes: formative assessment participation in class, assig reflective writing; assessment through exa November	gnments, and Summative	
Module Semester 1: ELGN311 code:-	NQF level:	Semester 2: ELGN312 NQF level:		
Title: English language Method 3A		Title: English Language M	ethod 3B	
Content: Exploration of traditional meth with their strength and weaknesses, e Translation Method and Audio-lingu Exploration of modern Communicativ Analyses of CAPS. Exploration of langu principles, techniques, style and appro based, communicative and genre based of learning styles: visual, auditory, kinee and aural and oral learning styles. Prep speech delivering. Application of this m micro- teaching laboratory. Design and pre subject framework, work schedule and learning	Content: Application methods in simulated environment. Application Communicative methods. CAPS in simulated environment. Application a of language teaching techniques, style and appl based, communicative and Intensive review of learning auditory, kinesthetic, tactile oral learning styles. Evaluat by peers. Advanced design plans. Advanced design frameworks and work sched	of modern Application of classroom nd integration principles, roaches (text- genre based). styles: visual, and aural and ion of lessons ning of lesson g of subject		

Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).				Module Outcomes: To students to present effect schools or micro -teaching enable the student's educa their peers- lessons and enable students to inte teaching methods technig and approaches seamless Reviewing with the design framework, work schedulu plans.	laboratory. To tors to critique their own. To grate various ues principles ly in a lesson. ing of subject
Method o	f delivery: Full Time			Method of delivery: Full	time
		in cla Summa	ass,	Assessment modes: Eva quality of lessons presente formative assessmen participation in class, assi reflective writing; Summativ through examinations in Jun	d. Continuous t through gnments, and ve assessment
Module code:-	Semester 1: ELZN411	NQF level: 7	Ser	nester 2: ELZN412	NQF level: 7
Title: Isiz Content:	Zulu Language Education 4A Theories of language acqui			Title: IsiZulu Language Ed Content: Intensive revie	
theories of causing b approache of the role personalit	f language learning. Exploration arriers to language learning. I es to materials development. A e of culture in language learning y in language learning (self-este I, anxiety and empathy).	of the fac Evaluatior critical rev g. The role	tors n of view e of	Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and	
the psych them with theories educators	Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			Module Outcomes: To e with academic linguistic IsiZulu and critical analytic texts in education. To revi the linguistic patterns, p structures underpinning language	knowledge of skills of literally ew intensively
Method o	of delivery: Full Time			Method of delivery: Full time	
lessons p through reflective	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			Assessment modes: Eva quality of lessons presenter formative assessment participation in class, assi reflective writing; Summative through examinations in Jun	d. Continuous t through gnments, and ve assessment
Module code:-	Semester 1: ELGN411	NQF level:		Semester 2: ELGN412	NQF level:
Title: En	glish Language Education 4A			Title: English Language E	ducation 4B
Content: theories of	Theories of language acquis f language learning. Exploration parriers to language learning. I	of the fac	tors	Content: Intensive revie complex and compound Analysis of idiomatic exp	w of simple, d sentences.

approaches to materials development. A of the role of culture in language learning personality in language learning (self-ester risk-taking, anxiety and empathy).	morphology, semantics, ph syntax in the teaching of Eng		
Module Outcomes: To expose Student the psychology of language learning. T them with barriers to language learning theories of language learning. To e educators with material development skills of the importance of culture in language learning	Module Outcomes: To er with academic linguistic k English and critical analytic s texts in education. To revie the linguistic patterns, pr structures underpinning language.	knowledge of kills of literally ew intensively rinciples and	
Method of delivery: Full Time		Method of delivery: Full ti	me
lessons presented. Continuous formative through participation in class, assign	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June		
Module Semester 1: EESS411 code:-	NQF level:	Semester 2: EESS412	NQF level:
Title: Human Rights Issues	•	Title: English Language Ed	ucation 4B
Content: Universal declaration of human rig Human rights issues in south Afric Global human rights issues Historical issues in the south Afric 	a	Content: Intensive review complex and compound Analysis of idiomatic expr figures of speech. Ap morphology, semantics, ph syntax in the teaching language. Use of English communication.	sentences. ressions and oplication of nonology and of English
Module outcomes: This module is student educators to enable them: - To understand the challenges of H Issues internationally and locally - To demonstrate understanding of competencies required for succes of history in intermediate and senii - To increase content knowledge of South African history.	Module outcomes: To en with academic linguistic k English and critical analy literally texts in educatior intensively the linguisti principles and structures the English language.	knowledge of ytic skills of n. To review ic patterns,	
Method of delivery: Full Time		Method of delivery: Full Ti	me
Assessment modes:		Assessment modes: Thi assessed by means of Eva quality of lessons presented formative assessment participation in class, assig reflective writing;	luation of the d. Continuous through

			assessment through examinations in June.	
Module code:-	Semester 1: EESC411	NQF level:	Semester 2: EESC412 NQF level:	
Title: Climatology			Title: Geomorphology	
Content:	Climatology		Content: Geomorphology	
– Ger	neral atmospheric circulation.		 Material of the earth's crust The lithosphere and plate tectonics 	
– Clo	uds and clouds formation;		 Introduction: the significance of 	
– The	rmodynamics;		understanding soils – Soil Resources:	
– Atm	ospheric energy balance;		✓ Soil formation,	
	general circulation of the south nisphere;	ern	 ✓ Soil properties, 	
	hospheric circulation and weathe	rovor	✓ Soil processes,	
	ithern Africa;	i ovei	✓ Soil classification,	
	ge weather-producing processes	and	✓ South African Soils,	
,	tems;		✓ Soil erosion,	
	ather systems producing wet an		✓ Soil conservation	
	ather forecasting in Southern Afront of the student		Module outcomes: To equip students	
atmosphe particularl thinking	ric circulation of the southern y in Southern Africa. It offers a c about atmospheric processe istics and weather forecasting.	with competencies of understanding the interrelationships between human and their natural environment. It offers a critical way of thinking about atmospheric processes, geomorphology and hydrological processes.		
Method o	of delivery: Full Time		Method of delivery: Full Time	
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1: EESH411	NQF level:	Semester 2: EESH412 NQF level:	
Title: the	Changing World and Ideologie	es	Title: Heritage Studies	
Content: Orientation to the module Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization and imperialism - The Scramble for Africa. World War I – Nationalist Tensions.			Content: Heritage Studies is an interdisciplinary field of study that takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are interrelated; one cannot be perceived without the other.	
	et Union. World War II.			
	al Age since 1945.			
depth stu	outcomes: The module aims to dy of some of the themes rela order to equip students with a	ated to world	Module outcomes:	

into the dynamics underlying some of the major developments and changes in History.			The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly to engage with some of the currently breaking debates in the field.		
Method of delivery: Full Time			Method of delivery: Full Time		
Assessment modes:			Assessment modes:		
Module code:-	Semester 1: EESG411	NQF level:	Semester 2: EESG412	NQF level:	
Title: En	glish Language Education 4B		Title: English Language Education 4B		
Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.			Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.		
Module outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.			Module outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.		
Method of delivery: Full Time			Method of delivery: Full Time		
Assessment modes: This module is assessed by means of Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: This module is assessed by means of Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			

FED.13.3.FOUNDATION PHASE PROGRAMME PHASING OUT-EBEDEFFED.13.3.1MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Early Childhood Development and Foundation Phase

Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ELLZ111	Language, Literacy & Communication 1A (HL isiZulu)	16	5	NONE
EEHS111	Human & Social Sciences 1A (History)	08	5	NONE
ESFN111	Numeracy, Natural Science, & Technology Education 1A	16	5	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ELLG112	Language, Literacy & Communication 1B (1st Add. Lang English)	16	5	NONE
EEHS112	Human & Social Sciences 1B (Geography)	08	5	NONE
ESFN112	Numeracy, Natural Science, & Technology 1B	16	5	NONE
EPDL211	Human Development and Learning	08	6	NONE
EFPL211	Foundation Phase Studies (Literacy 2A)	12	6	ELLZ111 or ELLG112 and ELLZ01A or ELLG01B
EFPN211	Foundation Phase Studies (Numeracy 2A)	12	6	ESFN111 or ESFN01A

				and
				ESFN112
				or
				ESFN01B
EFPS211	Foundation Phase Studies 2A(Life	12	6	EEHS111
	Skills)			or
				EEHS01A
				and
				EEHS112
				or
				EEHS01B
ECTL212	Teaching and Learning Strategies	08	6	NONE
EFPL212	Foundation Phase Studies (Literacy 2B)	12	6	ELLZ111
	20)			
EFPN212	Foundation Phase Studies	12	6	ESFN112
	(Numeracy 2B)			
EFPS212	Foundation Phase Studies 2B (Life Skills)	12	6	EEHS112
EALM311	School Leadership and Management	08	6	NONE
ECAE311	Assessment in Education	08	6	NONE
EFPL311	Foundation Dhase Otudias (Literature	08	6	EFPL211
EFPL311	Foundation Phase Studies (Literacy 3A)	08	ю	
				EFPL212
				and
				ELLZ02A
				or
	Foundation Di Ot "	0.0	0	ELLG02B
EFPN311	Foundation Phase Studies (Numeracy 3A)	08	6	ESFN111
EFPS311	Foundation Phase Studies (Life Skills	08	6	EEHS111
	3)			

EDSE312	Society Education Law and School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EFPL312	Foundation Phase Studies (Literacy 3A)	08	7	ELLG112
EFPN312	Foundation Phase Studies (Numeracy 3B)	08	7	ESFN112
EFPS312	Foundation Phase Studies (Life Skills 3)	08	7	EEHS112
EPIE411	Inclusive Education Studies	08	7	
ECTP411	Theory and Practice of Curriculum Development	16	7	
EFPL411	Foundation Phase Studies (Literacy 4A)	08	7	
EFPN411	Foundation Phase Studies (Numeracy 4A)	08	7	
EFPS411	Foundation Phase Studies (Life Skills 4)	08	7	
EAMS412	Management of School Systems and Extra-curricular Activities	08	7	
EPRE412	Introduction to Research in Education	08	7	
EFPL412	Foundation Phase Studies (Literacy 4B)	08	7	
EFPN412	Foundation Phase Studies (Numeracy 4B)	08	7	
EFPS412	Foundation Phase Studies (Life Skills 4	08	7	
ETSE100	School Experience 1	16	5	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE200
ETSE400	School Experience 4	32	7	ETSE300

First semester			First semester			First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/			Ancillary/			Ancillary/			Ancillary/	
ELLL111	С	9 8	EPDL211	С	08	EALM311	С	Ø 8	EPIE411	С	08
EFIT111	С	08	EFPL211	С	12	ECAE311	С	08	ECTP411	С	16
ELLZ111	С	16	EFPN211	С	12	EFPL311	С	08	EFPL411	С	08
EEHS11	С	08	EFPS211	С	12	EFPN311	С	08	EFPN411	С	08
ESFN111	С	16				EFPS311	С	08	EFPS411	С	08
Total 1st		56	Total 1st		44	Total 1st		40	Total 1st		48
Year Level 1			Year level 2			Year level 3			Year level 4		
Second			Second			Second			Second		
Old Module	Corel	Cr	Old Module	Core/	Cr	Old Module	Core/	Cr	Old Module	Core/	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	C	08
EPHA112	С	08	EFPL212	С	12	EFMS312	С	08	EPRE412	С	08
ELLG112	С	16	EFPN212	С	12	EFPL312	С	08	EFPL412	С	08
EEHS112	С	08	EFPS212	С	12	EFPN312	С	08	EFPN412	С	08
ESFN112	С	16		С		EFPS312	С	08	EFPS412	С	08
Total 2 nd		56	Total 2 nd		44	Total 2 nd		40	Total 2 nd		40
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ETSE200		32	ETSE300		32	ETSE400		32
Year module		16	Year module		32	Year module		32	Year module		32
×			•								
Total year level		128	Total year		120	Total year		112	otal year		120
Total credits f	or the curriculu	m									

FED.13.3.2 QUALIFICATION NAME: B. ED EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE. QUALIFICATION CODE: EBEDEF

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.3.3 MODULE OUTCOMES FOR EBEDEF

EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE TEACHING -					
SEMESTER COURSES					
Module	Semester 1: ELLZ111	NQF	Semester 2: ELLG112	NQF	
code:-		level: 5		level: 5	
Title: Lan 1A (HL Is	guage, Literacy and Commun iZulu)	lication	Title: Language, Liter Communication 1B (Language English)	acy and 1 st Add	
spoken/ Recognizi Defining IsiZulu se analysis. written Applicatio	Identifying and processing w speech sound of IsiZulu L ing and handling IsiZulu mc and classifying IsiZulu wo intence classification, constru Classification of IsiZulu sp discourse into texts and n of the NCS principles t structure and use.	anguage. orphemes. ords/lexis. iction and oken and genres.	Content: Identify and English written and spoke Recognize and handle morphemes. Define and English words/lexis. Cla construct and analyse diffe of sentences. Classify discourses into texts an and apply the NCS Curriculum Statement) pri English language struct use.	n speech. English d classify ssify and erent kinds English d genres; (National nciples to	
Module o	outcomes:		Module outcomes:		
educators	5	skills and	By the end of the module, students should be equipped with: - with linguistic knowledge and communication skills that will enable them to, facilitate their own academic learning, and teach effectively in the Foundation Phase.		
Method o	of delivery: Full Time		Method of delivery: Full Time		
by means presentati written a written te	ent modes: This module is of formative group assessme ions and displays = 10%. cademic essay(s) = 20%. est =20%. Summative form. on = 50%.	nt through Formative Formative	Assessment modes: Th is assessed by means of group assessment presentations and display Formative written academi = 20%. Formative written t Summative formal examination = 50%.	formative through s = 10%. c essay(s)	
Module	Semester1:EEHS111	NQF	Semester 2: EEHS112	NQF	
code:-		level: 5		level: 5	
Title: Hur	nan and Social Sciences 1A (History)	Title: Human And Social 1B (Geography)	Sciences	
facts, truth history an history. \ Cultures a	Elements of history. History n, and interpretation history as ad morality, objectivity and ca /alue history. Approached s and economy. Stone age peop tion. Value of various source	a science usation in strategies. ple. Retief	Content: The nature and school Geography. Geography teaching. principle of good G teaching and learnin environment, teaching	Effective Basic Geography ng aids	

history, hi	nd assignments, essay writi istorical excursions and muse anning, teaching, questioning	facts, note teaching and note making, worksheet, diagrams and sketches, outdoor experience, subject policies, daily plan evaluation and assessment.			
Module outcomes:			Module outcomes:		
The module prepares the students to develop competencies to effectively teach history and be well grounded in knowledge, values, skills, principles, methods and procedures relevant to the discipline it shows the important role in the issues related to transformation within communities, social science involves the study of change and development in society, promoting the methodology in which skills, concept and attitudes play a dominant role.			By the end of the module, students should be equipped with: -ability to apply their knowledge of Weather and Environment aspects. It also aims to inform the student on how the learning area, Geography reflects in our daily lives		
Method o	of delivery: Full Time		Method of delivery: Full	Time	
by means presentati written ac written te	ent modes: This module is of formative group assessme ions and displays = 10%. cademic essay(s) = 20%. est =20%. Summative form. on = 50%.	nt through Formative Formative	Assessment modes: The is assessed by means of group assessment presentations and display Formative written academi = 20%. Formative written to Summative formal examination = 50%.	f formative through ys = 10%. ic essay(s)	
Module	Semester1:ESFN111 NQF				
			Semester 2: ESFN112	NQF	
code:-			Semester 2: ESFN112	NQF level: 5	
Title: N	lumeracy, Natural Scienc gy Education 1A	level: 5	Semester 2: ESFN112 Title: Numeracy, Natural And Technology Education	level: 5 Sciences	
Title: N Technolog Content: number	lumeracy, Natural Scienc gy Education 1A The content focus is on Nun systems, Integers, ge, Decimals, Exponents	level: 5	Title: Numeracy, Natural And Technology Educatio	level: 5 Sciences on 1B hnological em-solving of literacy cess. Life	
Title: N Technolog Content: number Percentag Cartesian	lumeracy, Natural Scienc gy Education 1A The content focus is on Nun systems, Integers, ge, Decimals, Exponents	level: 5	Title: Numeracy, Natural And Technology Education Content: The tec process as a proble process. The integration in the technological proc Science concepts for F	level: 5 Sciences on 1B hnological em-solving of literacy cess. Life	
Title: N Technolog Content: number Percentag Cartesian Module o The aim o of basic teacher e covered in also as ba the Natura module	lumeracy, Natural Scienc gy Education 1A The content focus is on Nun systems, Integers, ge, Decimals, Exponents plane	level: 5 ces and heers and Fractions, and the oundation on Phase the topics zulum and applied in	Title: Numeracy, Natural And Technology Education Content: The tec process as a proble process. The integration in the technological proc Science concepts for F Phase learners. Module outcomes: This module is aimed at in Foundation phase studen to the science and tec process, with a focus integration of literacy, r creativity and science within a problem-based which is solved by folk technological process. approach is taken to problem and the sci communicated in a de	level: 5 Sciences on 18 hnological em-solving of literacy zess. Life ioundation htroducing it teachers hnological s on the numeracy, concepts d context owing the A project solve the plution is isign folio spects of	

Assessment modes: This module is assessed by means of continuous assessment includes a test, assignment and an exam which will be written at the end of the semester		Assessment modes: This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a design folio completed as a group.			
Module	Semester 1: EFPL211	NQF	Semester 2: EFPL212 NQF		
code:-		level: 6	level: 6		
Title: : Fo	undation Phase Studies (Liter	racy 2A)	Title: Foundation Phase Studies (Literacy 2B)		
_	itent: -		Content:		
_	Reading, viewing, and thinkir Reading/ viewing and critical		 Introduction to Literature 		
_	analysing fiction (Literary narrative in prose or	verse	 Analysing Prose: a short story/Novel/Riddles, Rhymes, Songs 		
-	Interpreting and employing approaches to prose, short s	tory	 Analysing Drama/Play 		
	essay formal and informal es novel, poetry and drama stud	say,	 Analysing Poetry 		
-	Diction	JY	 Concept to be mastered in Literature 		
-	Reading/ viewing and critical analysing non-fiction	ly	 Developing resources 		
-	Traditional Literature				
-	Unpacking the Curriculum				
-	 Planning and lesson design 				
Module outcomes:		Module outcomes:			
By the end of the module, students should be equipped with: - with isiZulu reading, viewing, thinking skills and values that with enable them to interpret, employ approaches to literary text analysis and criticism.		By the end of the module, students should be equipped with: - with English reading, viewing, thinking skills and values that will enable them to facilitate their own English academic learning and home language education.			
Method o	f delivery: Full Time		Method of delivery: Full Time		
by means assignmen participation	ent modes: This module is of formative assessment thro nts, teaching journals, attend on and summative assessmen lly moderated final examination	ugh tests, ance and nt through	Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.		

Module	Semester1:EFPN211	NQF	Semester 2: EFPN212	NQF	
code:-		level: 6		level: 6	
Title: Fou	ndation Phase Studies (Nume	eracy 2A)	Title:FoundationPhaseStudies(Numeracy 2B)		
Numeracy knowledg proficienc activities, mathema	r, theories underpinning the te /, The notion of different e, the notion of mat y, the associated sequence o	kinds of hematical f teaching to teach	Content: Number opera relationships, rational activities, developing a sense of number, represe numbers through symbol interpretation of symbols, unpacking the ma Curriculum (CAPS), developing resources, as in mathematics operations, relationships,	counting a strong entation of s and the patterns, thematics planning, sessment (number	
Module o	utcomes:		Module outcomes:		
equipped teaching r also be i	nd of the module, students s with: - easy grasping of str numeracy to young children. Str ntroduced to methods of org classroom.	ategies of udents will	By the end of the module should be equipped with: needed to teach numeracy will be introduced to presentation and assessin in numeracy.	- content Students planning	
Method o	f delivery: Full Time		Method of delivery: Full	Time	
by means assignme participation	ent modes: This module is of formative assessment thro nts, teaching journals, attend on and summative assessmen lly moderated final examination	ugh tests, ance and nt through	Assessment modes: Th is assessed by means of assessment through assignments, teaching attendance and participp summative assessment th internally moderated examination.	formative tests, journals, ation and nrough an	
Module	Semester1:EFPS211	NQF	Semester 2: EFPS212	NQF	
code:-		level: 6		level: 6	
Title: Fou	ndation Phase Studies 2A (Li	fe Skills)	Title: Foundation Phase S (Life Skills)	Studies 2B	
beyond. skills. Th curriculun lessons,	itent: Matter and materials. Planet earth and ond. Scientific and technological process s. The process of enquiry. Unpacking the iculum (CAPS), planning and design of ons, developing resources, and assessing nce and technology in the foundation		Content: Personal and social w being, personal developm social development, social hee emotional health, relationships other people and environm including values and attitud health and safety, violence, ab and environmental health, nutrit communicable diseases, unpack the curriculum (CAPS), develop resources, assessment.		
Module o	utcomes:		Module outcomes:		
	nd of the module, students s with: - with basic knowle		By the end of the module should be equipped	, students with: -	

methodology for life skills in the foundation phase. Some science content knowledge as well as science and technology process skills will be developed, as well as teaching, planning and assessment of science and technology in the foundation phase.		understanding of personal problems and the impa issues have in the lives of in	act these		
Method o	f delivery: Full Time		Method of delivery: Full	Time	
Assessment modes: This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and an inquiry-based lesson plan as a group (This lesson planning assignment is linked to the second year teaching practice module).		Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.			
	Semester 1: EFPL311	NQF	Semester 2: EFPL312	NQF	
code:-		level: 6		level: 7	
Title: Fou	ndation Phase Studies (Litera	icy 3A	Title: Foundation Phase (Literacy 3B	e Studies	
readiness Psycholin approache arranging Curriculur assessme	guistic, views, reading methes, balanced reading ap a reading corner, unpac	ist and nods and proaches, cking the design,	Content: Writing, developing writing, types of text, assessing writing, handwriting, the development of writing, approaches to the teaching of handwriting, unpacking the curriculum, planning and lesson design, assessing of writing and handwriting.		
Module o	utcomes:		Module outcomes:		
equipped Students different a	nd of the module, students s with: - knowledge of curriculu will learn to teach reading ar pproaches to teach reading a presenting and assessing learn n phase.	um policy. nd phonic, as well as	By the end of the module should be equipped with and handwriting skills empower them with the str teaching and assessing th to young learners	: - writing and also ategies of	
Method of delivery: Full Time		Method of delivery: Full Time			
by means assignmer participatio	ent modes: This module is of formative assessment thro nts, teaching journals, attend on and summative assessmen lly moderated final examination	ugh tests, ance and nt through	Assessment modes: This modu is assessed by means of formativ assessment through test assignments, teaching journal attendance and participation an summative assessment through a internally moderated fin examination.		
Module code:-	Semester1:EFPN311	NQF level: 6	Semester 2: EFPN312	NQF level: 7	

Title: Fou	ndation Phase Studies (Nume	eracy 3B)	Title: Foundation Phase	e Studies
			(Numeracy 3B)	
Content: Space and shape (Geometry), the van Hiele levels of geometric reasoning and related teaching, language in the teaching of Mathematics, integrating Mathematics with Language and Life Skills, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics.			Content: Measurement, of the mathematics C (CAPS) (Measurement), developing resources, a measurement.	Durriculum planning,
Module o	utcomes:		Module outcomes:	
By the end of the module, students should be equipped with: - understanding of geometry and the teaching of geometric concepts and to enable the cross-curricular integration of mathematics through working with contexts.			By the end of the module will be able to develop knowledge of the co measurement to be use foundation upon which pe content knowledge will be	p content incept of ed as the edagogical
Method o	f delivery: Full Time		Method of delivery: Full	Time
by means assignment participation	Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.		Assessment modes: Th is assessed by means of assessment through assignments, teaching attendance and particips summative assessment th internally moderated examination.	formative tests, journals, ation and hrough an
Module Semester1:EFPS311 NQF				
Module	Semester1:EFPS311	NQF	Semester 2: EFPS312	NQF
Module code:-	Semester1:EFPS311	NQF level: 6		NQF level: 7
code:-	Semester1:EFPS311 ndation Phase Studies (Life S	level: 6		level: 7
code:- Title: Fou Social w strategies curriculum	ndation Phase Studies (Life S Beginning knowledge. Pers ell-being. Creative arts. F and assessment. Unpac	level: 6 Skills 3) Sonal and Principles,	Semester 2: EFPS312 Title: Foundation Phase (Life Skills 3) Content: Physical e Encouraging motor devident Goal motor of development programs motor development childhood. Standards for education. Physical activities. Skill activities nutrition and safety e Substance abuse and nutrition education.	level: 7 e Studies education. elopment. physical a. Gross in early r physical education s. Health education. HIV/AIDS http://AIDS theother
code:- Title: Fou social w strategies curriculun resource of	ndation Phase Studies (Life S Beginning knowledge. Pers ell-being. Creative arts. F and assessment. Unpac n (CAPS) planning, ass	level: 6 Skills 3) Sonal and Principles, sking the	Semester 2: EFPS312 Title: Foundation Phase (Life Skills 3) Content: Physical de Encouraging motor dev Goal motor of development programs motor development in childhood. Standards for education. Physical activities. Skill activities nutrition and safety de Substance abuse and nutrition education. In physical education wi subject. Planning lesson	level: 7 e Studies education. elopment. physical a. Gross in early r physical education s. Health education. HIV/AIDS http://AIDS theother

teaching and assessing the components of Life Skills education.		strategies, planning, presentation and assessment skills.			
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination		Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination			
Module code:-	Semester1:EFPN411	NQF level: 7	Semester 2: EFPN412 NQF level:		
Title: Fou	Indation Phase Studies (Nume	eracy 4A)	Title: Foundation Phase S (Numeracy 4B)	Studies	
integrated handling. (CAPS), µ developin	Science concept development STEM lesson. Measurement Unpacking the mathematics Colanning and designing of les g resources, and assess nent, and data handling n phase.	ent, Data Curriculum sson plan, sment of	Content: Mathematics and Research, challenges in the teaching of numeracy, attributes of a good numeracy teacher, recording of numeracy activities.		
students and skill focusing	butcomes: By the end of the should be equipped with: - k s for the teaching of ma on measurement, data han istics in an integrated STEM a	nowledge thematics dling and	Module outcomes: This module prepares the students for research in mathematics, critiquing research articles and identifying problems that need to be investigated. This module will also equip students with knowledge on the qualities of a good teacher.		
Method o	of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination		Assessment modes: This is assessed by mean examination,.			
Module code:-			Semester 2: EFPL412 NQF level: 7		
Title: Fou	ndation Phase Studies (Litera	icy 4A)	Title: Foundation Phase S (Literacy 4B)	Studies	
Content:			Content:		
– Lan scie	ndation of Language Teaching guage knowledge (Linguistics a ntific study of the language) cription of Language as a syste	as a	Phonics, language structur use, children literature, lar and research, dealing with lir diversity in the Foundation Language in Education Polic	nguage nguistic Phase,	
003	subrou or canguage as a syste				

human communication)			
 The grammar of language 			
 Language lessons 			
 Graphic and semantic organisers 			
 Drawing and graphic presentation 			
 Thinking and reasoning, use of poetry 			
 Unpacking the Curriculum 			
 Planning and lesson design 			
 Traditional literature/ 			
 Assessing thinking and reasoning. 			
Module outcomes:	Module outcomes:		
By the end of the module, students should be equipped with: - ability to use the language to think and reason, interpreting pictures, drawings, and other graphic presentations. The module will also prepare them to teach this skill in the Foundation Phase.	By the end of the module, students should be able to: mediate learning through the correct usage of grammar. Students will be developed in selecting literature that is age appropriate and will also prepare them teach literature to Foundation Phase learners.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.	Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.		
Module Semester1:EFPS411 NQF	Semester 2: EFPS412 NQF		
code:- level: 7	level: 7		
Title: Foundation Phase Studies (Life Skills 4A)	Title: Foundation Phase Studies (Life Skills 4B)		
Content: Teaching mathematics and languages in the context of life skills, Thematic approach, creating free play tables in the classroom,	Content: Principles that inform the teaching of physical education in the foundation phase.		
organizing a theme table, resource development, Management of HIV/AIDS in the Foundation Phase, Life skills and HIV/AIDS, Sexuality education in the Foundation Phase, Health Promoting Schools (HPS).	the foundation phase. Planning a lesson for physical education in the foundation phase. Making equipment from waste. Human muscle and skeletal system. Practical component.		
organizing a theme table, resource development, Management of HIV/AIDS in the Foundation Phase, Life skills and HIV/AIDS, Sexuality education in the Foundation Phase, Health	lesson for physical education in the foundation phase. Making equipment from waste. Human muscle and skeletal system.		

teaching using a thematic approach to teach Mathematics and Languages	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.	Assessment modes: This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a physical education lesson presentation.

FED.13.3.4 MODULE CONTENT AND OUTCOMES FOR EBEDEF

EARLY CHILDHOO COURSES	D DEVELOPMENT AND FOUNDATIO	N PHASE - YEAR			
Module code:-	Year Level 1: ETSE100	NQF level: 5			
Title: School Experie	nce 1				
Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).					
Module outcomes: the perspective of a te	This module aims to expose students to the s eacher, in the care of a school mentor	school experience from			
Method of delivery:	Full Time				
Assessment modes: This module is assessed during the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator					
Module code:-	Year Level: ETSE200	NQF level: 6			
Title: School Experie	nce 2				
observation with limit	n practice (lesson demonstrations/ simul ed lessons in teaching two subjects/ univer wledge and subject pedagogical knowledg	sity based and school			
Module outcomes:					
	nodule is to give students the opportunity the school experience.	to critical observe and			
Method of delivery:	Full Time				
Assessment modes: In their 2 nd year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation					
Module code:-	Year Level 3: ETSE300	NQF level: 7			
Title: School Experie	ence 3				
Content: Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge).Students will be able to plan, prepare and implement a lesson, learning from and through experience.					
Module outcomes:	Module outcomes:				
Module outcomes: The aim is for the student to have the opportunity to be exposed to a whole range of experiences, and be able to develop the knowledge, skills and values required of a professional and passionate teacher. Students will develop a variety of teaching-					
experiences, and be professional and pa	able to develop the knowledge, skills and	I values required of a			

Assessment modes: This module is assessed by means of a 6-week cluster based professional practicum in the second semester. Lecture and mentor evaluations. Peer and self-assessment

Module code:- Year Level 4: ETSE400 NQF level: 7				
Title: : School Exper	ience 4			
Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge).				
Module outcomes:				
The aim is to let the student develop and produce a high quality action research based portfolios of evidence				
Method of delivery: Full Time				
Assessment modes: This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the				

FED.13.5 TABLE BELOW SHOWS THE LIST OF EBEDEF AND EBDIS COMMON MODULES IN THE FACULTY

end of October and externally examined.

	EBEDE	EF AND EBDIS	COMMON M	ODULES	
EBEDEF	EBDIS 1	EBDIS 2	EBDIS 3	EBDIS 4	EBDIS 5
ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111
EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111
EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112
ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112
EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211
ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212
ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311
EALM311	EALM311	EALM311	EALM311	EALM311	EALM311
EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412

FED.14. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Postgraduate Certificate in Education (PGCE) is summarised below for the convenience of prospective student teachers. <u>However, students should not</u> <u>neglect consulting the PGCE handbook of the Faculty of Education for</u> complete information.

FED.14.1. NATURE AND AIMS OF THE PGCE

The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credits Bachelor's degree and would like to join the education profession. With this certificate an educator can teach from Grade 7 to Grade 12.

FED.14.2. DURATION OF STUDIES

The minimum duration of the study is one (1) year and the maximum duration is two (2) years.

FED.14.3. METHOD OF DELIVERY

This qualification can be taken only full-time. Contact the Faculty of Education for more information.

FED.14.4. ADMISSION REQUIREMENTS

A first university degree or relevant qualification of at least 360 credits with two recognised school subjects in that qualification. Students must also be able to take two (2) methodologies in order to obtain the PGCE qualification. The curriculum of the certificate must be structured as follows:

Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 2. Students must enrol for the methodologies of the subject in which he/she obtained the highest qualification. It is compulsory for PGCE students to do their WIL in a high school (Gr 8 -12)

FED.15. QUALIFICATION NAME: POST GRADUATE CERTIFICATE IN EDUCATION.

FED.15.1. EPGFT1 (FET) AND EPGFS2 (SP & FET)

First semester					
Module code	Core/Ancillary/Elective	Cr	Pre/Co		
Wouldie code	Core/Anchiary/Liective				
3DST101	С	8	re-requisite NONE		
3DST121	С	8	NONE		
	-	-			
3DCO101	С	8	NONE		
3GPE101	С	8	NONE		
Total 1st semester		32			
Second semester					
Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite		
3DST102	С	8	NONE		
3DST122	С	8	NONE		
Total 1st semester		16			
Year Modules					
Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite		
3LCA100	С	8	NONE		
3LCZ100	С	8	NONE		
3LCS100	С	8	NONE		
3SIC100	С	8	NONE		
3LTL100	С	8	NONE		
Subject Education 1	E	10	At least 24 Credits at NQF level 7 for an FET subjects		
Subject Education 2	E	10	At least 24 Credits at NQF level 7 for an FET subjects		
3PSE101	с	8	NONE		
Subject Education 1	E	10	At least 24 Credits at NQF level 7 for an FET subjects		
Subject Education 2	E	10	At least 24 Credits at NQF level 7 for an FET subjects		
3EPSE102	С	8	NONE		
Total Year level credits		96			
Overall Total of Credits		144	050		

FED.15.1.1. MODULE LIST WITH NQF LEVELS AND CREDITS - EPGFT1 & EPGSF2

codeEMAC101EMAC 102EMAF101EMAF102	New Module code 3MAC101 3MAC 102 3MAF101 3MAF102 3MBS101	Descriptive name Accounting Education A (FETT) Accounting Education B(FETT) Afrikaans Language Education A(FETT) Afrikaans Language Education B(FETT) Business Studies Education A (FETT) Business Studies Education A (FETT)	Credits 10 10 10 10 10 10 10 10 10	NQFL 7 7 7 7 7 7
EMAC 102 EMAF101 EMAF102	3MAC 102 3MAF101 3MAF102 3MBS101	Accounting Education B(FETT) Afrikaans Language Education A(FETT) Afrikaans Language Education B(FETT) Business Studies Education A (FETT)	10 10 10	7 7 7 7
EMAF101	3MAF101 3MAF102 3MBS101	Afrikaans Language Education A(FETT) Afrikaans Language Education B(FETT) Business Studies Education A (FETT)	10 10	7
EMAF102	3MAF102 3MBS101	A(FETT) Afrikaans Language Education B(FETT) Business Studies Education A (FETT)	10	7
	3MBS101	B(FETT) Business Studies Education A (FETT)		
EMD0404		(FETT)	10	7
EMBS101	3MBS102	Business Studies Education B		
EMBS102		(FETT)	10	7
EMCS101	3MCS101	Computer Application Technology Education A (FETT)	10	7
EMCS102	3MCS102	Computer Application Technology Education B (FETT)	10	7
EMEC101	3MEC101	Economics Education A(FETT)	10	7
EMEC102	3MEC102	Economics Education B(FETT)	10	7
EMGD101	3MGD101	Engineering Graphic Design Education A (FETT)	10	7
EMGD102	3MGD102	Engineering Graphic Design Education B (FETT)	10	7
EMEN101	3MEN101	English Home language Education A (FETT)	10	7
EMEN102	3MEN102	English Home language Education B(FETT)	10	7
EMEF101	3MEF101	English 1 st Additional Language Education A(FETT)	10	7
EMEF102	3MEF102	English 1 st Additional Language Education B(FETT)	10	7
EMGE101	3MGE101	Geography Education A(FETT)	10	7
EMGE102	3MGE102	Geography Education B(FETT)	10	7
EMHY101	3MHY101	History Education A(FETT)	10	7
EMHY 102	3MHY 102	History Education B(FETT)	10	7
EMZU101	3MZU101	IsiZulu Home Language Education A(FETT)	10	7

EMZU102	3MZU102	IsiZulu Home Language	10	7
LINEOTOE	011120102	Education B(FETT)	10	,
EMZA101	3MZA101	IsiZulu 1 st Additional Language Education A(FETT)	10	7
EMZA102	3MZA102	IsiZulu 1 st Additional Language Education B(FETT)	10	7
EMLO101	3MLO101	Life Orientation Education A(FETT)	10	7
EMLO102	3MLO102	Life Orientation Education B(FETT)	10	7
EMLS101	3MLS101	Life Sciences Education A(FETT)	10	7
EMLS102	3MLS102	Life Sciences Education B(FETT)	10	7
EMMA102	3MMA102	Mathematics Education A(FETT)	10	7
EMMA102	3MMA102	Mathematics Education B(FETT)	10	7
EMPS101	3MPS101	Physical Science Education A(FETT)	10	7
EMPS102	3MPS102	Physical Science Education B(FETT)	10	7
EMTO101	3MTO101	Tourism Education A(FETT)	10	7
EMTO102	3MTO102	Tourism Education B (FETT)	10	7
EMEM101	3MEM101	Economics & Management Sciences Education A(SP)	10	7
EMEM102	3MEM102	Economics & Management Sciences Education B(SP)	10	7
EMEL101	3MEL101	English Home language Education A(SP)	10	7
EMEL102	3MEL102	English Home language Education B(SP)	10	7
EMEG101	3MEG101	English 1 st Additional Language Education A(SP)	10	7
EMEG102	3MEG102	English 1 st Additional Language Education B(SP)	10	7
EMHS101	3MHS101	Social Sciences Education A(SP)	10	7
EMHS102	3MHS102	Social Sciences Education B(SP)	10	7
EMZH101	3MZH101	IsiZulu Home Language Education A(SP)	10	7

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EMZH102	3MZH102	IsiZulu Home Language Education B(SP)	10	7
EMZF101	3MZF101	IsiZulu 1 st Additional Language Education A(SP)	10	7
EMZF102	3MZF102	IsiZulu 1 st Additional Language Education B(SP)	10	7
EMLG101	3MLG101	Life Orientation Education A(SP)	10	7
EMLG102	3MLG102	Life Orientation Education B(SP)	10	7
EMMG101	3MMG101	Mathematics Education A(SP)	10	7
EMMG102	3MMG102	Mathematics Education B(SP)	10	7
EMNS101	3MNS101	Natural Sciences Education A(SP)	10	7
EMNS102	3MNS102	Natural Sciences Education B(SP)	10	7
EMTK101	3MTK101	Technology Education A(SP)	10	7
EMTK102	3MTK102	Technology Education B (SP)	10	7
Compulsory I	modules for EP	GFT1 and EPGSF2		
Old Module code	New Module code	Descriptive name	Credits	NQFL
EDST101	3DST101	Education Studies 1A(Sociology, Philosophy and History)	8	7
EDST102	3DST102	Education Studies 1B(Curriculum Development)	8	7
EDST121	3DST121	Education Studies 2A (Educational Psycholo	8	7
EDST122	3DST122	Education Studies 2B (Educational Managem	8	7
ELCA100	3LCA100	Conversational Language for Teachers -Afrikaans	8	5
ELCZ100	3LCZ100	Conversational Language for Teachers – IsiZulu	8	5
ELCS100	3LCS100	Conversational Language for Teachers – Sesotho	8	5
EDCO101	3DCO101	Education in Context	8	7
ESIC100	3SIC100	ICT Skills for Teachers	4	5
ELTL100	3LTL100	English Language for Teaching	8	5

EGPE101	3GPE101	General Pedagogy A(Teaching, Learning and Assessment)	8	7
Teaching Pra	ctice Modules f	or EPGFT1 and EPGSF2		
Old Module code	New Module code	Descriptive name	Credits	NQFL
EPSE101	3PSE101	School Experience A	8	7
EPSE102	3PSE102	School Experience B	24	7

FED.15.1.2.

MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGFT1 & EPGSF2

	E	ELECTIVES N	IODULES	
Module code:-	Semester 1: NQF EMAC101 3MAC101 level: 6		Semester 2:	NQF level: 6
coue			EMAC102 3MAC 102	ievei. o
Title:		Title: Accounting Education A (ET)	
learning ii - Use mar acti 2. Curri teaching ii - Bar - Des 3. Classro - Use class 4. Devele Accountir Epistemo 5. Pre-co - Ider - Adc 6. Critique - Prir curr - Opp ass - Opp con - Hov	e elementary statistical inf hage teaching, learning and vities culum differentiation and n Accounting riers to learning and develop igning differentiated learnin oom research in Accounting e Action research in Account e of research literature stroom practice op pedagogical content kr	ormation to assessment d adaptive oment g activities ting to improve nowledge in ons ounting guiding the ng, learning, offers for for inclusion	 Content: 1. Foundations of teacher learning in Accounting History of Accounting teacher learning 2. Accounting Education policy docting the environment of th	hing and numents tegies in ies gies

- F - C - C	diverse backgrounds with different learning needs Critique Principles underpinning and guiding the surriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase	
	How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs	
Modu	le outcomes:	Module outcomes:
	ccessful completion of the module, students able to:	On successful completion of the module, students will be able to:
- [- 5] - 6] - 7] - 7] - 7] - 7] - 7] - 7] - 7] - 7	Demonstrate knowledge and understanding of the foundations of eaching and learning in Accounting. Demonstrate knowledge and understanding of the relevant policies in Accounting teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Accounting. Design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies n Accounting. Design, select and adapt appropriate teaching and learning support materials for Accounting Accounting	 Demonstrate knowledge and understanding of the foundations of teaching and learning in Accounting. Demonstrate knowledge and understanding of the relevant policies in Accounting teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Accounting. Design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Accounting. Design appropriate appropriate teaching. Design appropriate aspessment strategies in Accounting. Design, select and adapt appropriate teaching and learning support materials for Accounting. Method of delivery: Full Time
	ans of examination	Assessment modes: This module is assessed by means of examination
Modu	le Semester 1: NQF	Semester 2: NQF
code:	- level: 5	level: 5
	EMAF101 3MAF101	EMAF102 3MAF102
Title:	Afrikaans Language Education A	Title: Afrikaans Language Education B
Conte	nt:	Content:
 Foundations of teaching and learning in Afrikaans History of Afrikaans teaching and learning Afrikaans Language Education policy documents Subject policy documents 		 Management of Afrikaans teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Afrikaans
3. Tea	ching and learning strategies in Afrikaans	 Barriers to learning and development Designing differentiated learning
- Teach	ing and Learning theories	 Designing differentiated learning activities

- Teaching and learning strategies	3. Classroom research in Afrikaans
4. Assessment in Afrikaans Language	 Use Action research in Afrikaans Use of research literature to improve
- Assessment strategies	classroom practice
5. Lesson design in Afrikaans	 Develop pedagogical content knowledge in Afrikaans
- Lesson design	 Epistemology
6. Learning and Teaching Support Materials	5. Pre-conceptions in Afrikaans
	 Identify pre-conceptions Address learners' pre- conceptions Critique curriculum policies in Afrikaans
	 Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and guiding the curriculum
	different learning needs
Module outcomes: Module Outcomes	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Afrikaans. 	 Use elementary statistical information to manage teaching, learning and assessment in Afrikaans.
 Demonstrate knowledge and understanding of the relevant policies in Afrikaans teaching and learning. Select and use appropriate strategies, 	 Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans. Use the results of assessment to
methods and techniques in the teaching and learning of Afrikaans	improve teaching and learning of Afrikaans.
 Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs. 	 Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans. Demonstrate competence to learn from available research in order to improve
 Design appropriate assessment strategies in Afrikaans. 	teaching in the Afrikaans classroom and to enhance his/her own academic
 Design, select and adapt appropriate teaching and learning support materials for Afrikaans 	 Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans.

				icies in
Method o	f delivery: Full Time		Afrikaans. Method of delivery: Full Time	
Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1:	NQF level: 7	Semester 2:	NQF level: 7
coue	EMBS101 3MBS101	level. /	EMBS102 3MBS102	level. /
Title: Bus	siness Studies Education	Α	Title: Business Studies Educat	ion B
Content:			Content:	
Business		Ū	 Management of Business teaching and learning in school Use elementary statistical inforr 	
History of	Business Studies teaching	and learning	manage teaching, learning and as	
2. Busines	ss Studies Education policy	documents	activities 2. Curriculum differentiation and	adaptive
Subject po	olicy documents		teaching in Business Studies	
3. Teachir Studies	ng and learning strategies	in Business	Barriers to learning and developme Designing differentiated learning ac 3. Classroom research in Business	ctivities
Teaching	and Learning theories		Use Action research in Business Studies Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge	
Teaching	and learning strategies			
I. Assessme	ent in Business Studies			nowledge
Assessment strategies			in Business Studies	U
5. Lesson design in Business Studies			Epistemology 5. Pre-conceptions in Business Stu	dies
Lesson de	esign			ules
	6. Learning and Teaching Support Materials in Business Studies		Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Studies	
			 Principles underpinning and gu curriculum Opportunities for linking teaching, assessment and reflection Opportunities the curriculum continuity beyond their phas How well the curriculum on inclusion of children from and linguistically diverse bac with different learning needs Principles underpinning an the curriculum Opportunities for linking learning, assessment and reflection Opportunities the curriculum continuity beyond their phass How well the curriculum continuity beyond their phass How well the curriculum and inguistically diverse bac with different learning needs How well the curriculum continuity beyond their phase How well the curriculum and inguistically diverse bac with different learning needs 	learning, offers for se caters for culturally ckgrounds critique d guiding teaching, effection offers for se caters for culturally ckgrounds

Module outcomes:	Module outcomes:		
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:		
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies. Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Business Studies. Design, select and adapt appropriate teaching and learning support materials for Business Studies. 	 achievement in Business Studies. Use the results of assessment to improve teaching and learning of in Business Studies. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies. Demonstrate competence to learn from available research in order to improve teaching in the Business Studies classroom and to enhance his/her own academic learning. 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: EMCS101 NQF code:- 3MCS101 level: 6	Semester 2: EMCS102 NQF 3MCS102 level: 6		
Title: Computer Application Technology Education A	Title: Computer Application Technology Education (CAT) B		
Content:	Content:		
 Foundations of teaching and learning in Computer Application Technology History of Computer Application Technology teaching and learning Computer Application Technology policy 	 Management of CAT teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive 		
	teaching in CAT		
documents	Barriers to learning and development		
	Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT		
documents Subject policy documents 3. Teaching and learning strategies in Computer	Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT Use Action research in CAT Use of research literature to improve classroom practice		
documents Subject policy documents 3. Teaching and learning strategies in Computer Application Technology	Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT Use Action research in CAT Use of research		
documents Subject policy documents 3. Teaching and learning strategies in Computer Application Technology Teaching and Learning theories	Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT Use Action research in CAT Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge		

Assessment strategies	Address learners' pre- conceptions
Assessment strategies 5. Lesson design in Computer Application Technology Lesson design 6. Learning and Teaching Support Materials	 Address teamers pre-conceptions 6. Critique curriculum policies Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
Module outcomes:	Module outcomes:
 Module outcomes: On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Computer Application Technology. Demonstrate knowledge and understanding of the relevant policies in Computer Application Technology teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Computer Application Technology taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Computer Application Technology. Design, select and adapt appropriate teaching and learning support materials for Computer Application Technology. Design, select and adapt appropriate teaching and learning support materials for Computer Application Technology. 	 Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Computer Application Technology. Demonstrate competence in assessing and monitoring learner progress and achievement in Computer Application Technology. Use the results of assessment to improve teaching and learning of in Computer Application Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Computer Application Technology. Demonstrate competence to learn from available research in order to improve teaching in the Computer Application Technology. Demonstrate competence to learn from available research in order to improve teaching in the Computer Application Technology. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Computer Application Technology. Evaluate curriculum policies in Computer Application Technology.
Method of delivery: Full Time	Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination	
	QF vel: 6	Semester 2: EMEC102 3MEC102	NQF level: 6
Title: Engineering Graphic Design Ed A (FET)	ucation	Title: Economics Education B (F	ET)
Content:		Content:	
1. Foundations of teaching and lear Economics	ning in	1. Economics teaching and le school	•
History of Economics teaching and learning	ng	Use elementary statistical inforr manage teaching, learning and as	sessment
2. Economics Education policy document	s	activities 2. Curriculum differentiation and	adaptive
Subject policy documents		teaching in Economics	
3. Teaching and learning strategies in Eco	onomics	Barriers to learning and developme Designing differentiated learning a	ctivities
Teaching and Learning theories		3. Classroom research in Economi	
Teaching and learning strategies Asse\ssment in Economics		Use Action research in Economic research literature to improve of	
Assessment strategies		practice 4. Develop pedagogical content knowledge in Economics	
5. Lesson design in Economics		Epistemology	
Lesson design			
6. Learning and Teaching Support Mate	erials in	5. Pre-conceptions in Economics	
Economics		Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Economics	
		Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs	
Module outcomes:		Module outcomes:	

On succes will be abl	ssful completion of the modu e to	On successful completion of the module, students will be able to:		
 Will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics. Demonstrate knowledge and understanding of the relevant policies in Economics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics. Design appropriate lesson plans in Economics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Economics. Design, select and adapt appropriate teaching and learning support materials for Economics, 		 Use elementary statistical information to manage teaching, learning and assessment in Economics. Demonstrate competence in assessing and monitoring learner progress and achievement in Economics. Use the results of assessment to improve teaching and learning of in Economics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics. Demonstrate competence to learn from available research in order to improve teaching in the in Economics classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics. Evaluate curriculum policies in Economics. 		
Method o	f delivery: Full Time		Method of delivery: Full Time	
	Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination	
Module Semester 1: NQF code:- EMGD101 3MGD101				
			Semester 2: EMGD102 3MGD102	NQF level: 6
code:-		level: 6		level: 6
code:- Title: En	EMGD101 3MGD101	level: 6	EMGD102 3MGD102 Title: Engineering Graphic	level: 6
code:- Title: En A (FET) Content:	EMGD101 3MGD101	level: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac	level: 6
code:- Title: En A (FET) Content: 1. Founda	EMGD101 3MGD101 gineering Graphic Desigr	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform	level: 6 Design
code:- Title: En A (FET) Content: 1. Founda History of	EMGD101 3MGD101 gineering Graphic Design	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school	level: 6 Design
Code:- Title: En A (FET) Content: 1. Founda History of 2. EGD E	EMGD101 3MGD101 gineering Graphic Design tions of teaching and learning EGD teaching and learning	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and	level: 6 Design hing and mation to ssessment
Code:- Title: En A (FET) Content: 1. Foundat History of 2. EGD En Subject points	EMGD101 3MGD101 gineering Graphic Design tions of teaching and learning EGD teaching and learning ducation policy documents	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in EGD	level: 6 Design thing and mation to ssessment adaptive
Code:- Title: En A (FET) Content: 1. Founda History of 2. EGD En Subject pr 3. Teachin	EMGD101 3MGD101 gineering Graphic Design tions of teaching and learning EGD teaching and learning ducation policy documents blicy documents	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in EGD Barriers to learning and developmed Designing differentiated learning and	level: 6 Design thing and mation to ssessment adaptive ent
code:- Title: En A (FET) Content: 1. Founda History of 2. EGD E Subject p 3. Teaching	EMGD101 3MGD101 gineering Graphic Design tions of teaching and learning EGD teaching and learning ducation policy documents blicy documents ng and learning strategies in	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in EGD Barriers to learning and development Designing differentiated learning and 3. Classroom research in EGD	level: 6 Design thing and mation to ssessment adaptive ent
Code:- Title: En A (FET) Content: 1. Founda History of 2. EGD E Subject po 3. Teaching Teaching Teaching	EMGD101 3MGD101 gineering Graphic Design ations of teaching and learning EGD teaching and learning ducation policy documents olicy documents ng and learning strategies in and Learning theories	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in EGD Barriers to learning and developmed Designing differentiated learning and	level: 6 Design thing and mation to ssessment adaptive ent ctivities
code:- Title: En A (FET) Content: 1. Founda History of 2. EGD E Subject p 3. Teachin Teaching Teaching 4. Assess	EMGD101 3MGD101 gineering Graphic Design tions of teaching and learning EGD teaching and learning ducation policy documents blicy documents ng and learning strategies in and Learning theories and learning strategies	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in EGD Barriers to learning and developmed Designing differentiated learning and 3. Classroom research in EGD Use Action research in EGD Use of research literature to classroom practice	level: 6 Design thing and mation to ssessment adaptive ent ctivities improve
code:- Title: En A (FET) Content: 1. Founda History of 2. EGD E Subject p 3. Teaching Teaching Teaching 4. Assess Assessme	EMGD101 3MGD101 gineering Graphic Design ations of teaching and learning EGD teaching and learning ducation policy documents oblicy documents ng and learning strategies in and Learning theories and learning strategies ment in EGD	evel: 6	EMGD102 3MGD102 Title: Engineering Graphic Education B EGD (FET) Content: 1. Management of EGD teac learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in EGD Barriers to learning and developme Designing differentiated learning and 3. Classroom research in EGD Use Action research in EGD Use of research literature to	level: 6 Design thing and mation to ssessment adaptive ent ctivities improve

6. Learning and Teaching Support Materials in EGD	Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in EGD	
	 Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs 	
Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:	
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Engineering Graphic Design. Demonstrate knowledge and understanding of the relevant policies in Engineering Graphic Design teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Engineering Graphic Design. Design appropriate lesson plans in Engineering Graphic Design taking into account theories of teaching, learning, child development and curriculum needs. Design, select and adapt appropriate teaching and learning Graphic Design. Design appropriate assessment strategies in Engineering Graphic Design. Design appropriate assessment strategies in Engineering Graphic Design. Method of delivery: Full Time 	 Use elementary statistical information to manage teaching, learning and assessment in EGD. Demonstrate competence in assessing and monitoring learner progress and achievement in EGD. Use the results of assessment to improve teaching and learning of in EGD. Adapt lessons and assessment tasks to accommodate learners with different learning problems in EGD. Demonstrate competence to learn from available research in order to improve teaching in the EGD classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in EGD. Evaluate curriculum policies in EGD. Method of delivery: Full Time 	
by means of examination	assessed by means of examination	
Module Semester 1: EMEN101 NQF code:- 3MEN101 level: 6	Semester 2: EMEN102 NQF 3MEN102 level: 6	

Title: English Home Language Education A	Title: English Home Language Education B
Content:	Content:
1. Foundations of teaching and learning in English language	1. Management of English Home language teaching and learning in school – Use elementary statistical information
History of English language teaching and learning	to manage teaching, learning and assessment activities
Classical period	2. Curriculum differentiation and adaptive teaching in English Home language
Modern period	 Barriers to English Home language
Commercial period	learning and development – Designing differentiated language
Electronic period	learning activities
2. English Home language Education curriculum policy documents	3. Classroom research in English Home language
Subject policy documents	 Use Action research in English Home language
Language-in-education policy	 Use of research literature to improve English Home language classroom
 Teaching language skills 	practice 4. Develop pedagogical content knowledge
 Teaching literary and non- literary texts 	in English Home language
 Teaching language structures and convention 	Epistemology
3. Teaching methodologies in English Home language	5. Pre-conceptions in English Home language
Teaching and Learning theories	 Identify pre-conceptions Language attitudes
Approaches to teaching English Home language	 Address learners' pre- conceptions 6. Critique English Home Language
Methods of teaching English Home language	curriculum policies in English
The use of ICT in the language classroom	 Principles underpinning and guiding English Home language curriculum
Learning styles	 Opportunities for linking teaching,
Teaching and learning strategies	learning, assessment and reflection in English Home language
]4. Assessment in English Home language	 Opportunities the curriculum offers for continuity beyond their phase
 Language assessment practices Assessment strategies in English Home language Questioning skills as assessment in English Home language learning 	 How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique Principles underpinning and guiding the curriculum
 Types of questions in English Home language learning Educational taxonomies for language learning Assessment for learning: critical language awareness 	 Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for
 Assessment for learning: understanding key literary concepts 5. Lesson design in English Home language 	inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Lesson design		
6. Learning and Teaching Support Materials in English Home Language		
Guidelines for designing effective English language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts Module outcomes:	Module outcomes:	
On successful completion of the module, students	On successful completion of the module,	
will be able to	students will be able to:	
 Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language. Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language. Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in English Home language. Design appropriate aspessment strategies in English Home language. Design appropriate aspessment strategies in English Home language. Design, select and adapt appropriate teaching and learning support materials for English Home language. 	 Use elementary statistical information to manage teaching, learning and assessment in English Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language. Use the results of assessment to improve teaching and learning of in English Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language. Demonstrate competence to learn from available research in order to improve teaching in the English Home language. Demonstrate competence to learn from available research in order to improve teaching in the English Home language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language. Evaluate curriculum policies in English 	
Method of delivery: Full Time	Home language. Method of delivery: Full Time	
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination	
Module Semester 1: NQF	Semester 2: NQF	
code:- EMEF101 3MEF101 level: 6	EMEF102 3MEF102	
Title: Afrikaans Language Education A	Title: Afrikaans Language Education B	
Content:	Content:	
 Foundations of teaching and learning in Afrikaans History of Afrikaans teaching and learning 	 Management of Afrikaans teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 	

 Afrikaans Language Education policy documents Subject policy documents Teaching and learning strategies in Afrikaans 	 Curriculum differentiation and adaptive teaching in Afrikaans Barriers to learning and development Designing differentiated learning activities Classroom research in Afrikaans Use Action research in Afrikaans
3. Teaching and learning strategies in Afrikaans	Designing differentiated learning activities 3. Classroom research in Afrikaans
	3. Classroom research in Afrikaans
	Lise Action research in Afrikaans
Teaching and Learning theories	USE ACTION TESEARCH IN ANNAANS
Teaching and learning strategies	Use of research literature to improve classroom practice
4. Assessment in Afrikaans Language	4. Develop pedagogical content knowledge in Afrikaans
Assessment strategies	Epistemology
5. Lesson design in Afrikaans	5. Pre-conceptions in Afrikaans
Lesson design	Identify pre-conceptions
6. Learning and Teaching Support Materials	Address learners' pre- conceptions 6. Critique curriculum policies in Afrikaans
	 Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
and techniques in the teaching and learning of Afrikaans	 Use elementary statistical information to manage teaching, learning and assessment in Afrikaans. Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans. Use the results of assessment to improve teaching and learning of Afrikaans. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans. Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and

Design, select and adapt appropriate teaching and learning support materials for Afrikaans. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination		Afrikaans. Method of delivery: Full Time	to plan, effective iences in icies in odule is	
Module code:-	Semester 1:	NQF level: 6	Semester 2:	NQF level: 6
coue	EMGE101 3MGE101	level. o	EMGE102 3MGE102	level. o
Title: Ge	ography Education A		Title: Geography Education B	
Content:			Content:	
Geograph History of 2. Geogra Subject pr 3. Teachin Teaching Teaching 4. Assess Assessme 5. Lesson Lesson de	Geography teaching and leaphy Education policy docur olicy documents and learning strategies ir and Learning theories and learning strategies ment in Geography ent strategies design in Geography esign and Teaching Support	earning nents n Geography	 Management of Geography tead learning in school Use elementary statistical inforr manage teaching, learning and as activities Curriculum differentiation and teaching in Geography Barriers to learning and developme Designing differentiated learning ad 3. Classroom research in Geography Use Action research in Geography Use Action research literature to classroom practice Develop pedagogical content k in Geography Epistemology of Geography Addressing alternative – misconceptions Reveal learners' pre conception Present an exposing event Ask learners to describe or pre conceptions Discuss and evaluate concept Create conceptual conflict Encourage cognitive accom and guide conceptual restructus Curriculum policy in Geography 	adaptive adaptive attrictivities ny improve nowledge pre and ons esent their ions imodation
Module o	outcomes:		Module outcomes:	
On succes will be abl	ssful completion of the modu le to:	ule, students	On successful completion of the students will be able to:	module,

 Demonstrate knowledge and understanding of the foundations of teaching and learning in Geography. Demonstrate knowledge and understanding of the relevant policies in Geography teaching and learning. Select and use appropriate strategies methods and techniques in the teaching and learning of Geography. Design appropriate lesson plans in Geography taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Geography. Design appropriate assessment strategies in Geography. Design appropriate assessment strategies in Geography. Design, select and adapt appropriate teaching and learning support materials for Geography. 	 Use elementary statistical information to manage teaching, learning and assessment in Geography. Demonstrate competence in assessing and monitoring learner progress and achievement in Geography. Use the results of assessment to improve teaching and learning of in Geography. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography. Demonstrate competence to learn from available research in order to improve teaching in the Geography classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Geography. Evaluate curriculum policies in Geography. Method of delivery: Full Time 		
-	2		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: EMHY101 NQF code:- 3MHY101 level: 6	Semester 2: EMHY 102 NQF 3MHY 102 level: 6		
Title: History Education A	Title: History Education B		
Content:	Content:		
1. Foundations of teaching and learning in Histor			
History of teaching and learning History	learning in school Use elementary statistical information to		
2. History Education policy documents	manage teaching, learning and assessment activities		
Subject policy documents	2. Curriculum differentiation and adaptive teaching in History		
3. Teaching and learning strategies in History	Barriers to learning and development		
Teaching and Learning theories	Designing differentiated learning activities		
Teaching and learning strategies	3. Classroom research in History		
4. A	Use Action research in History Use of research literature to improve		
4. Assessment in History	Use of research literature to improve		
4. Assessment in History Assessment strategies	classroom practice		
Assessment strategies	classroom practice 4. Develop pedagogical content knowledge		

	• Principles underpinning and guiding	
	the curriculum	
	 Opportunities for linking teaching, learning, assessment and reflection 	
	 Opportunities the curriculum offers for 	
	continuity beyond their phase	
	 How well the curriculum caters for inclusion of children from culturally 	
	and linguistically diverse backgrounds	
	with different learning needs Critique	
	 Principles underpinning and guiding the curriculum 	
	Opportunities for linking teaching,	
	 learning, assessment and reflection Opportunities the curriculum offers for 	
	 Opportunities the curriculum oners for continuity beyond their phase 	
	How well the curriculum caters for	
	inclusion of children from culturally and linguistically diverse backgrounds	
	with different learning needs	
Module outcomes:	Module outcomes:	
On successful completion of the module, students		
will be able to…	students will be able to:	
 Demonstrate knowledge and understanding of the foundations of teaching and learning 	Use elementary statistical information to manage teaching, learning and assessment	
in History.	in History.	
Demonstrate knowledge and understanding		
of the relevant policies in History teaching and learning.	monitoring learner progress and achievement in History.	
Select and use appropriate strategies	Use the results of assessment to improve	
methods and techniques in the teaching and learning of History.	teaching and learning of in History. Adapt lessons and assessment tasks to	
 Design appropriate lesson plans in History. 		
taking into account theories of teaching		
learning, child development and curriculum needs.	Demonstrate competence to learn from available research in order to improve	
	teaching in the History classroom and to	
 Design appropriate assessment strategies in History. 	official control official academic for an ing.	
 Design, select and adapt appropriate 	Develop content knowledge to plan, implement and assess effective teaching and	
teaching and learning support materials for	learning experiences in History.	
History	Evaluate curriculum policies in History.	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module is assessed	Assessment modes: This module is	
by means of examination	assessed by means of examination	
ModuleSemester 1: EMZU101NQFcode:-3MZU101level: 6	Semester 2: EMZU102 NQF 3MZU102 level: 6	
Title: IsiZulu Home Language Education A	Title: IsiZulu Home Language Education	
	В	

Content:	Content:		
 Foundations of teaching and learning in IsiZulu language History of IsiZulu language teaching and learning 	1. Management of IsiZulu Home language teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities		
Classical period	activities 2. Curriculum differentiation and adaptive teaching in IsiZulu Home language		
Modern period	Barriers to IsiZulu Home language learning		
Commercial period	and development Designing differentiated language learning		
Electronic period	activities 3. Classroom research in IsiZulu Home		
2. IsiZulu Home Language Education curriculum policy documents	language Use Action research in IsiZulu Home		
Subject policy documents	language Use of research literature to improve IsiZulu		
 Language-in-education policy 	Home language classroom practice		
Teaching language skills	4. Develop pedagogical content knowledge in IsiZulu Home language		
 Teaching literary and non- literary texts 	Epistemology		
 Teaching language structures and conventions 	 5. Pre-conceptions in IsiZulu Home language Identify pre-conceptions 		
3. Teaching methodologies in IsiZulu Home language	 Language attitudes Address learners' pre- conceptions Critique IsiZulu Home Language 		
 Teaching and Learning theories 	curriculum policies in IsiZulu		
Approaches to teaching IsiZulu Home language	• Principles underpinning and guiding		
Methods of teaching IsiZulu Home language	 IsiZulu Home language curriculum Opportunities for linking teaching, learning, assessment and reflection in 		
The use of ICT in the language classroom	IsiZulu Home language		
Learning styles	 Opportunities the curriculum offers for continuity beyond their phase 		
Teaching and learning strategies	• How well the curriculum caters for		
4. Assessment in IsiZulu Home language	inclusion of children from culturally and linguistically diverse backgrounds with		
Language assessment practices	different learning needs critiquePrinciples underpinning and guiding the		
 Assessment strategies in IsiZulu Home language 	 Opportunities for linking teaching, learning, assessment and reflection 		
• Questioning skills as assessment in IsiZulu	Opportunities the curriculum offers for continuity beyond their phase		
Home language learning	 How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with 		
Types of questions in IsiZulu Home language learning	different learning needs		
Educational taxonomies for language learning			
Assessment for learning: critical language awareness			
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 Assessment for learning: understanding key literary concepts 5. Lesson design in IsiZulu Home language Lesson design 6. Learning and Teaching Support Materials in IsiZulu Home Language Guidelines for designing effective IsiZulu language teaching materials for teaching and selecting and learning in IsiZulu Home language Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language. Deleving appropriate lesson plans in IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module Semester 1: EMZA101 NOF level: 6 Title: IsiZulu Language Education A Title: IsiZulu Language Education A Title: IsiZulu Language Education A Title: IsiZulu First Additiona					
Lesson design 6. Learning and Teaching Support Materials in IsiZulu Home Language Guidelines for designing effective IsiZulu language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts Module outcomes: On successful completion of the module, students will be able to On successful completion of the module, students will be able to • Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language. On successful completion of the module, students will be able to • Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning in learning of IsiZulu Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. • Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs. Adapt lessons and assessment taks to accommodate learners with different learning probleme in IsiZulu Home language. • Design appropriate assessment strategies in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching and learning support materials for isiZulu Home language. • Design appropriate assessment strategies is IsiZulu Home language. Demonstrate knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language. Method of delivery: Full Time					
6. Learning and Teaching Support Materials in IsiZulu Home Language Guidelines for designing effective IsiZulu language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts Module outcomes: On successful completion of the module, students will be able to On successful completion of the module, students will be able to • Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. On successful completion of the module, students will be able to. • Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and tearning in learning of IsiZulu Home language. Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language. • Design appropriate Isson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs. Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language. • Design appropriate assessment strategies in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching and learning support materials for IsiZulu Home language. • Design appropriate assessment strategies in IsiZulu Home language. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Method of delivery: Full Time Assessment	5. Lesson design in IsiZulu Home language				
IsiZulu Home Language Second Structures Guidelines for designing effective IsiZulu language teaching materials Module outcomes: Module outcomes: Module outcomes: On successful completion of the module, students will be able to Module outcomes: Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning. Use elementary statistical information to manage teaching. learning and assessment in IsiZulu Home language. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language. Develop content knowledge to plan, implement and assessment modes: This module is assessed by means of examination Module Semester 1: EMZA101 3MZA101 NQF level: 6 Semester 1: EMZA101 by means of examination NQF level: 6 Title: IsiZulu Language Education A Title: IsiZulu First Additi	Lesson desi	ign			
IsiZulu Home Language Second Structures Guidelines for designing effective IsiZulu language teaching materials Module outcomes: Module outcomes: Module outcomes: On successful completion of the module, students will be able to Module outcomes: Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning. Use elementary statistical information to manage teaching. learning and assessment in IsiZulu Home language. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language. Develop content knowledge to plan, implement and assessment modes: This module is assessed by means of examination Module Semester 1: EMZA101 3MZA101 NQF level: 6 Semester 1: EMZA101 by means of examination NQF level: 6 Title: IsiZulu Language Education A Title: IsiZulu First Additi					
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Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts Module outcomes: On successful completion of the module, students will be able to Module outcomes: On successful completion of the module, students will be able to On successful completion of the module, students will be able to: • Demonstrate knowledge and understanding of the relevant policies in language teaching and learning. On successful completion of the module, students will be able to: • Demonstrate knowledge and understanding of the relevant policies in language teaching and learning. Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language. • Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum meds. Nadapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language. • Design appropriate assessment strategies in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language. • Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Method of delivery: Full Time Assessment modes: This module is assessed by means of examination NQF level: 6 T			lu language		
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will be able tostudents will be able to:• Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.• Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.Demonstrate competence in assessing and monitoring learner progress and assessment in IsiZulu Home language.• Design appropriate lesson plans in IsiZulu Home language teaching, learning, child development and curriculum needs.Use the results of assessment to improve teaching and learning of IsiZulu Home language.• Design appropriate assessment strategies in IsiZulu Home language.Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning.• Design appropriate assessment strategies in IsiZulu Home language.Demonstrate competence to learn from available research in order to improve teaching and learning support materials for lisiZulu Home language.• Method of delivery: Full TimeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of examinationNQF level: 6• Semester 1: EMZA101 Code:-NQF level: 6• Title: IsiZulu Language Education ATitle: IsiZulu First Additional Language Education B• Content: 1. Foundations of teaching and learning in isiZulu1. Management of IsiZulu First Additional	Module out	tcomes:		Module outcomes:	
of the foundations of teaching and learning in IsiZulu Home language.manage teaching, learning and assessment in IsiZulu Home language.• Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language.• Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language.Demonstrate competence in assessment to improve teaching and learning of In IsiZulu Home language.• Design appropriate lesson plans in IsiZulu Home language.Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language.• Design appropriate assessment strategies in IsiZulu Home language.Demonstrate competence to learn from available research in order to improve teaching and learning support materials for lsiZulu Home language.• Method of delivery: Full TimeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of examinationMethod of delivery: Full TimeModule code:-Semester 1: EMZA101 3MZA101NQF level: 6Title: IsiZulu Language Education ATitle: IsiZulu First Additional Language Education BContent: 1. Foundations of teaching and learning in isiZuluTitle: IsiZulu First Additional Language			ile, students		module,
Assessment modes: This module is assessed by means of examination Assessment modes: This module is assessed by means of examination Module code:- Semester 1: EMZA101 3MZA101 NQF level: 6 Title: IsiZulu Language Education A Title: IsiZulu First Additional Language Education B Content: Content: 1. Foundations of teaching and learning in isiZulu	 will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home language. Design appropriate assessment strategies in IsiZulu Home language. Design, select and adapt appropriate teaching and learning support materials for 		 manage teaching, learnir assessment in IsiZulu Home lar Demonstrate competence in a and monitoring learner prograchievement in IsiZulu Home la Use the results of assessment to teaching and learning of in IsiZulanguage. Adapt lessons and assessment accommodate learners with learning problems in IsiZulu language. Demonstrate competence to leavailable research in order to teaching in the IsiZulu Home classroom and to enhance his academic learning. Develop content knowledge implement and assess effective and learning experiences in 	ng and nguage. Issessing ress and inguage. Dimprove Julu Home t tasks to different u Home earn from improve language /her own to plan, teaching	
by means of examination assessed by means of examination Module code:- Semester 1: EMZA101 3MZA101 NQF level: 6 Title: IsiZulu Language Education A Title: IsiZulu First Additional Language Education B Content: Content: Content: 1. Management of IsiZulu First Additional	Method of delivery: Full Time		Method of delivery: Full Time		
code:- 3MZA101 level: 6 3MZA102 level: 6 Title: IsiZulu Language Education A Title: IsiZulu First Additional Language Education B Content: Content: Content: 1. Foundations of teaching and learning in isiZulu 1.					
Education B Content: Content: 1. Foundations of teaching and learning in isiZulu 1. Management of IsiZulu First Additional					
1. Foundations of teaching and learning in isiZulu 1. Management of IsiZulu First Additional	Title: IsiZulu Language Education A			anguage	
	Content:	Content:		Content:	
			ng in isiZulu		

History of isiZulu teaching and learning	Use elementary statistical information to
2. IsiZulu First Additional education policy documents	manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive
Subject content in First Additional FET policy documents	teaching in IsiZulu First Additional language
3. Teaching and learning strategies in isiZulu First	Barriers to learning and development Designing differentiated learning activities
Additional language contexts	
Teaching and Learning theories	3. Classroom research in IsiZulu
Teaching and learning strategies	 Use Action research in isiZulu First Additional language classrooms Use of research literature to improve classroom practice in isiZulu First
4. Assessment in isiZulu First Additional language contexts	Additional language 4. Develop pedagogical content knowledge
Assessment strategies	in IsiZulu
 Lesson design in isiZulu First Additional language contexts 	 Epistemology of IsiZulu as a First additional language Addressing alternative – pre-
Lesson design	misconceptions
6. Learning and Teaching Support Materials in isiZulu First Additional language contexts	 Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present
Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts.	 their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring Curriculum policy in IsiZulu First additional language Critique curriculum policies in FET IsiZulu First additional language
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:
Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu First Additional language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language. Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu First Additional language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu First	 Use elementary statistical information to manage teaching, learning and assessment in isiZulu First Additional language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu First Additional language. Use the results of assessment to improve teaching and learning of in isiZulu First Additional language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional
Additional language.	

Method of delivery: Full Time Assessment modes: This module is assessed by means of examination			 language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in isiZulu. Evaluate curriculum policies in IsiZulu First Additional language. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination 		
Module code:-	Semester 1: EMLO101 3MLO101	NQF level: 6	Semester 2: EMLO102 3MLO102	NQF level: 6	
Title: Life	e Orientation Education A		Title: Life Orientation Education E	3	
Content:			Content:		
Orientatio History of 2. Life Ori Subject p	Life Orientation teaching ar entation Education policy de plicy documents	nd learning	 Management of Life Orientation teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Life Orientation 		
 Teaching and learning strategies in Life Orientation Teaching and Learning theories Teaching and learning strategies 			Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Orientation Use Action research in Life Orientation Use of research literature to improve classroom practice		
4. Assesment in Life Orientation Assessment strategies			4. Develop pedagogical content knowledge in Life Orientation Epistemology		
5. Lesson design in Life Orientation			5. Pre-conceptions in Life Orientation		
Lesson design 6. Learning and Teaching Support Materials in Life			Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies Orientation	in Life	
Life			 Principles underpinning and gu curriculum Opportunities for linking tu learning, assessment and refle Opportunities the curriculum co continuity beyond their phase How well the curriculum ca inclusion of children from cultur linguistically diverse backgroun different learning needs Critiqu Principles underpinning and gu curriculum 	eaching, ection offers for aters for rally and nds with e	

Module outcomes:	 Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: 		
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:		
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Orientation. Demonstrate knowledge and understanding of the relevant policies in Life Orientation teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Orientation. Design appropriate lesson plans in Life Orientation taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Orientation. Design, select and adapt appropriate teaching and learning support materials for Life Orientation 	 Use elementary statistical information to manage teaching, learning and assessment in Life Orientation. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Orientation. Use the results of assessment to improve teaching and learning of in Life Orientation. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Orientation. Demonstrate competence to learn from available research in order to improve teaching in the Life Orientation classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Orientation. Evaluate curriculum policies in Life Orientation. 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: EMLS101 NQF code:- 3MLS101 level: 6	Semester 2: EMLS102 NQF 3MLS102 level: 6		
Title: Life Sciences Education A	Title: Life Sciences Education B		
Content:	Content:		
 Foundations of teaching and learning in Life Sciences History of Life Sciences teaching and learning Life Sciences Education policy documents 	 Life Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 		
Subject policy documents 3. Teaching and learning strategies in Life Sciences	2. Curriculum differentiation and adaptive teaching in Life Sciences Barriers to learning and development Designing differentiated learning activities		

Teaching and Learning theories		
Teaching and learning strategies	3. Classroom research in Life Sciences	
4. Assessment in Life Sciences	Use Action research in Life Sciences	
Assessment strategies	Use of research literature to improve classroom practice	
5. Lesson design in Life Sciences		
Lesson design	 4. Develop pedagogical content knowledge in Life Sciences Epistemology Addressing alternative – pre and misconceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in Life Sciences Critique curriculum policies in Life Sciences 6.Experiments, demonstrations and 	
 6. Learning and Teaching Support Materials in Life Sciences Improvisation in the FET Phase Life Science 7. Experiments, demonstrations and investigations in Life Sciences 		
	investigations in Life Sciences	
Module outcomes:	Module outcomes: On successful completion of the module,	
On successful completion of the module, students will be able to	students will be able to:	
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Sciences. Demonstrate knowledge and understanding of the relevant policies in Life Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Sciences. Design appropriate lesson plans in Life Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Sciences. Design, select and adapt appropriate teaching and learning support materials for Life Sciences. Conduct experiments, demonstrations and investigations in Life Science that range from those that emerge from learners' own questions. 	 Use elementary statistical information to manage teaching, learning and assessment in Life Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science. Use the results of assessment to improve teaching and learning of in Life Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Sciences. Demonstrate competence to learn from available research in order to improve teaching in the Life Sciences classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Sciences. Evaluate curriculum policies in Life Sciences. 	

Method of delivery: Full Time Assessment modes: This module is assessed by means of examination	Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions. Method of delivery: Full Time Assessment modes: This module is		
Module Semester 1: EMMA102 NQF code:- 3MMA102 level: 6	assessed by means of examination Semester 2: EMMA102 NQF 3MMA102 level: 6		
Title: Mathematics Education A (FET)	3MMA102 level: 6 Title: Mathematics Education B (FET)		
Content:	Content:		
 Foundations of teaching and learning in Mathematics History of Mathematics teaching and learning Mathematics Education policy documents Subject policy documents Teaching and learning strategies in Mathematics Teaching and Learning theories Teaching and learning strategies Assessment in Mathematics Lesson design Mathematics 	Management of Mathematics teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Mathematics Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Mathematics Use Action research in Mathematics Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Mathematics Epistemology 5. Pre-conceptions in Mathematics Identify pre-conceptions		
6. Learning and Teaching Support Materials	 Address learners' pre- conceptions 6. Critique curriculum policies in Mathematics Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase 		

	 How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with 		
Module outcomes:	different learning needs Module outcomes:		
On successful completion of the module, stud will be able to	On successful completion of the module, students will be able to:		
 Demonstrate knowledge understanding of the foundations teaching and learning in Mathematics Demonstrate knowledge understanding of the relevant policit Mathematics teaching and learning. Select and use appropriate strate methods and techniques in the tead and learning of Mathematics. Design appropriate lesson plans Mathematics taking into account the of teaching, learning, child develop and curriculum needs. Design appropriate assessment strate in Mathematics. Design, select and adapt approp teaching and learning support materia Mathematics. 	 assessment in Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics. Use the results of assessment to improve teaching and learning of in Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics. Demonstrate competence to learn from available research in order to improve teaching in the Mathematics classroom and to enhance his/her own academic learning. 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is asse by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: EMPS101 NQF code:- 3MPS101 level:	Semester 2: EMPS102 NQF 3MPS102 level: 6		
Title: Physical Sciences Education A	Title: Physical Sciences Education B		
Content:	Content:		
1. Foundations of teaching and learnin Physical Science	in 1. Management of Physical Sciences teaching and learning in school		
History of Physical Science teaching and lea	manage teaching, learning and assessment activities		
2. Physical Science Education policy docum	teaching in Physical Sciences		
Subject policy documents 3. Teaching and learning strategies in Phy Science	Barriers to learning and development Cal Designing differentiated learning activities 3. Classroom research in Physical Sciences		
Teaching and Learning theories	Use Action research in Physical Sciences		
Teaching and learning strategies	Use of research literature to improve classroom practice		

4. Assessment in Physical Science	4. Develop pedagogical content knowledge	
	in Physical Science	
Assessment strategies	 Epistemology of science 	
5. Lesson design in Physical Science	 Addressing alternative – pre and 	
Lesson design	 misconceptions Reveal learners' pre conceptions 	
 Learning and Teaching Support Materials in Physical Science Improvisation in FET Phase science Experiments, demonstrations and investigations in Physical Science 	 Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring Curriculum policy in Physical Sciences Critique curriculum policies in Physical Science 	
Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:	
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Physical Science. Demonstrate knowledge and understanding of the relevant policies in Physical Science teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Physical Science. Design appropriate lesson plans in Physical Science taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Physical Science. Design, select and adapt appropriate teaching and learning support materials for Physical Science. Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher, to those that emerge from learners' own questions 	 Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences. Use the results of assessment to improve teaching and learning of Physical Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences. Demonstrate competence to learn from available research in order to improve teaching in the Physical Science classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions 	
Method of delivery: Full Time	Method of delivery: Full Time	

Module code: Semester 1: EMT0101 3MT0101 NQF level: 6 Semester 2: 3MT0102 EMT0102 level: 6 Title: Tourism Education A (FET) Title: Tourism Education B Content: 1. Management of Tourism teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Content: 1. Management of Tourism teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Content: 2. Tourism Education policy documents S. Curiculum differentiation and adaptive teaching and learning strategies in Tourism 3. Teaching and learning strategies Cuses of research in Tourism 4. Assessment in Tourism Education Assessment strategies Use Action research in Tourism 5. Lesson design Develop pedagogical content knowledge in Tourism 6. Learning and Teaching Support Materials in Tourism Identify pre-conceptions in Tourism 9. Principles underpinning and guiding the curriculum different phase Principles underpinning and guiding the curriculum in peds Critique 9. Opportunities for linking teaching, learning, assessment and reflection Opportunities for linking teaching, learning, assessment and reflection 0. Opportunities the curriculum curriculum curriculum et curriculum Opportunities the curriculum fiers for continuly beyond their phase	Assessment modes: This module is assessed by means of examination			Assessment modes: This module is assessed by means of examination		
Content: 1. Foundations of teaching and learning in Curism 1. Foundations of teaching and learning 1. Management of Tourism teaching and learning 2. Tourism Education policy documents 1. Management of Tourism teaching and learning 3. Teaching and learning strategies in Tourism 2. Curriculum differentiated learning activities 3. Teaching and learning strategies 3. Teaching and learning strategies 4. Assessment in Tourism Education Assessment in Tourism Education Assessment strategies 5. Lesson design 6. Learning and Teaching Support Materials in Tourism Identify pre-conceptions 6. Learning and Teaching Support Materials in Tourism Identify the curriculum policies in Tourism 9. Principles underpinning and guiding the curriculum offers for continuity beyond their phase Opportunities the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning and guiding the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs						
 1. Foundations of teaching and learning in Tourism 1. Foundations of teaching and learning 1. Foundations of teaching and learning 1. Soundations of teaching and learning 2. Tourism Education policy documents 3. Teaching and learning strategies in Tourism 2. Assessment in Tourism Education Assessment strategies 3. Lesson design 6. Learning and Teaching Support Materials in Tourism 6. Learning and Teaching Support Materials in Tourism 9. Circlique curriculum policies in Tourism 9. Principles underpinning and guiding the curriculum 9. Pre-conceptions 6. Critique curriculum policies in Tourism 9. Opportunities for linking teaching, learning and guiding the curriculum 9. Opportunities for linking teaching, learning, assessment and reflection 9. Opportunities for linking teaching, learning, assessment and reflection 9. Opportunities for linking teaching, learning, assessment and guiding the curriculum 9. Opportunities for linking teaching, learning, assessment and guiding the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity beyond their phase 9. How well the curriculum offers for continuity	Title: To	urism Education A (FET)		Title: Tourism Education B		
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with different learning needs	Tourism History of 2. Tourisn Subject p 3. Teaching Teaching 4. Assess Assess 5. Lesson Lesson d 6. Learni	Tourism teaching and learn n Education policy document olicy documents ng and learning strategies in and Learning theories and learning strategies sment in Tourism Education ent strategies design in Tourism	ning nts n Tourism	 learning in school Use elementary statistical inform manage teaching, learning and assactivities 2. Curriculum differentiation and teaching in Tourism Barriers to learning and developme Designing differentiated learning act 3. Classroom research in Tourism Use Action research in Tourism Use Action research in Tourism Use Action research in true to classroom practice 4. Develop pedagogical content kn in Tourism Epistemology 5. Pre-conceptions in Tourism Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in To Principles underpinning and the curriculum Opportunities for linking learning, assessment and re Opportunities for linking nearling needs Principles underpinning needs Principles underpinning needs Principles underpinning needs How well the curriculum continuity beyond their phass How well the curriculum Opportunities for linking learning, assessment and re Opportunities for linking needs Principles underpinning needs Principles underpinning needs How well the curriculum continuity beyond their phass How well the curriculum Opportunities for linking learning, assessment and re Opportunities for linking needs Principles underpinning needs Principles underpinning needs Principles underpinning needs How well the curriculum Opportunities for linking needs Principles underpinning /li>	adaptive adaptive adaptive int tivities improve nowledge urism d guiding teaching, flection offers for eaters for culturally kgrounds Critique d guiding teaching, flection offers for eaters for culturally	
	Module o	outcomes:				

	البامح مصرح والانكر مرجا فاحتر مرابع	المعامية والمتعام	On average ful as we letter of the mandula		
On successful completion of the module, students will be able to			On successful completion of the module, students will be able to:		
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Tourism. Demonstrate knowledge and understanding of the relevant policies in Tourism teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Tourism. Design appropriate lesson plans in Tourism taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Tourism. Design appropriate assessment strategies in Tourism. 		 students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Tourism. Demonstrate competence in assessing and monitoring learner progress and achievement in Tourism. Use the results of assessment to improve teaching and learning of in Tourism. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Tourism. Demonstrate competence to learn from available research in order to improve teaching in the Tourism classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Tourism. Evaluate curriculum policies in Tourism. 			
Method of de	elivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed		Assessment modes: This module is			
by means of	examination	s assesseu			
-	examination		assessed by means of examination		
-	examination emester 1: EMEM101 3MEM101	NQF level: 6			
Module Se code:-	emester 1: EMEM101 3MEM101 omic and Management	NQF level: 6	assessed by means of examination Semester 2: EMEM102 NQF		
Module Se code:-	emester 1: EMEM101 3MEM101 omic and Management	NQF level: 6	assessed by means of examination Semester 2: EMEM102 NQF 3MEM102 level: 6 Title: Economic and management		
Module code:- Second Second Education A Title: Econe Content: 1. 1. Foundation Economics and another an	emester 1: EMEM101 3MEM101 omic and Management (SP) ons of teaching and I nd Management Science onomics and Managemen	NQF level: 6 t Sciences	assessed by means of examination Semester 2: EMEM102 NQF level: 6 Title: Economic and management sciences Education B (SP) Content: 1. Management of Economics and Management Sciences teaching and learning in school Use elementary statistical information to		
Module code:- Second Second Education A Title: Econe Education A Content: 1. Foundation Economics and History of Economics and Used and and Economics and A History of Economics teaching and 2. Economics	emester 1: EMEM101 3MEM101 omic and Management (SP) ons of teaching and I nd Management Science onomics and Managemen	NQF level: 6 t Sciences	assessed by means of examination Semester 2: EMEM102 NQF level: 6 Title: Economic and management sciences Education B (SP) Content: 1. Management of Economics and Management Sciences teaching and learning in school		
Module code:- Second Second Education A Title: Econe Education A Content: 1. Foundation Economics and History of Economics and Used and and Economics and A History of Economics teaching and 2. Economics	emester 1: EMEM101 3MEM101 omic and Management (SP) ons of teaching and I nd Management Science onomics and Management learning ics and Management licy documents	NQF level: 6 t Sciences	assessed by means of examination Semester 2: EMEM102 NQF level: 6 Title: Economic and management sciences Education B (SP) management Content: 1. Management of Economics and Management Sciences teaching and learning in school use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive		
Module code:- Se Title: Econe Education A Content: 1. 1. Foundation Economics and History of Econe teaching and 2. 2. Economic Education pole Subject policy 3.	emester 1: EMEM101 3MEM101 omic and Management (SP) ons of teaching and I nd Management Science onomics and Management learning ics and Management licy documents	NQF level: 6 t Sciences learning in is nt Sciences Sciences	assessed by means of examination Semester 2: EMEM102 NQF level: 6 Title: Economic and management sciences Education B (SP) management Content: 1. Management of Economics and Management Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Economics and Management Sciences Identify barriers to learning and development Sciences		
Module code:- Second Second Education A Title: Economic Education A Content: 1. 1. Foundation Economics and History of Economics and History of Economic Education policy 2. Economic Education policy Subject policy 3. Teaching and and Managen 1.	emester 1: EMEM101 3MEM101 omic and Management (SP) ons of teaching and I nd Management Science onomics and Management learning ics and Management licy documents y documents and learning strategies in	NQF level: 6 t Sciences learning in is nt Sciences Sciences	assessed by means of examination Semester 2: EMEM102 NQF level: 6 Title: Economic and management sciences Education B (SP) management Content: 1. Management of Economics and Management Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. 2. curriculum differentiation and adaptive teaching in Economics and Management Sciences Identify barriers to learning and development Design differentiated learning activities to respond to the above		
Module code:- Second Education A Title: Economic Education A Second Content: 1. Foundation Economics and History of Economics and History of Economic Education pol Subject policy 3. Teaching and Teaching and	emester 1: EMEM101 3MEM101 omic and Management (SP) ons of teaching and I nd Management Science onomics and Management learning ics and Management licy documents y documents and learning strategies in ment Sciences	NQF level: 6 t Sciences learning in is nt Sciences Sciences	assessed by means of examination Semester 2: EMEM102 NQF level: 6 Title: Economic and management sciences Education B (SP) NQF level: 6 Content: 1. Management of Economics and Management Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Economics and Management Sciences Identify barriers to learning and development Design differentiated learning activities to		

 Assessment strategies Lesson design in Economics and Management Sciences Lesson design Lesson design Learning and Teaching Support Materials in Economics and Management Sciences Lesson design Learning and Teaching Support Materials in Economics and Management Sciences Critique curriculum patients in Economics and Management Sciences Deprostrate sciences Deprostrate knowledge and Management Sciences. Demonstrate competence in assessment in Economics and Management Sciences taking into account theories in Economics and Management Sciences. Management Sciences and Management Sciences and Management Sciences. Demonstrate competence to learn from achievement in Economics and Management Sciences classrow and management Sciences class			
Sciences Epistemology 6. Learning and Teaching Support Materials in Economics and Management Sciences Identify pre-conceptions 6. Learning and Teaching Support Materials in Economics and Management Sciences Identify pre-conceptions 6. Learning and Teaching Support Materials in Economics and Management Sciences Identify pre-conceptions 6. Learning and Teaching Support Materials in Economics and Management Sciences Principles underpinning and guiding the curriculum offers for continuity beyond their phase 9. Opportunities the curriculum offers for continuity beyond their phase • How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: O successful completion of the module, students will be able to • Demonstrate knowledge and understanding of the foundations of tacching and learning in Economics and Management Sciences. Module outcomes: • Demonstrate knowledge and understanding of the foundations of tacching and learning in Economics and Management Sciences. • Use numerical and elementary statistical information to manage and antionic management Sciences. • Design appropriate strategies, methods and techniques in the acching in learning of ciences. • Use the results of assessment tasks to accommodate learners with different learning problems in Economics and Management Sciences. • Design appropriate assessment • Conomics and Management Sciences. • Desi	Assessment strategies	4. Develop pedagogical content knowledge in Economics and Management Sciences	
 Leason design Learning and Teaching Support Materials in Economics and Management Sciences Learning and Teaching Support Materials in Economics and Management Sciences Critique curriculum policies in Economics and Management Sciences Principles underpinning and guiding the curriculum		Epistemology	
 Economics and Management Sciences Address learners' pre-conceptions Critique curriculum policies in Economics and Management Sciences Principles underpinning and guiding the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the relovant policies in Economics and Management Sciences. Demonstrate knowledge and understanding of the relovant policies in Economics and Management Sciences. Demonstrate knowledge and understanding of the relovant policies in Economics and Management Sciences. Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics and Management Sciences. Demonstrate knowledge and understanding of the foundations of teaching and learning, is Economics and Management Sciences. Demonstrate completion and heangement Sciences. Demonstrate completion generation in Economics and Management Sciences. Demonstrate competence no learn for aching and learning of the relovant policies in Economics and Management Sciences. Design appropriate lesson plans in Economics and Management Sciences. Design appropriate assessment in Economics and Management Sciences. Design appropriate assessment in Economics and Management Sciences. Design appropriate assessment in Economics and Management Sciences and Management Sciences. Design appropriate assessment in Economics and Management Sciences and Management Sciences classroom and Management Sciences and Management Sciences and Management Sciences and Management Sciences and Management Sciences and Management Scienc	Lesson design		
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 On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences. Design appropriate lesson plans in Economics and Management Sciences. Design appropriate assessment 		 Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds 	
 will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics and Management Sciences. Design appropriate assessment Design appropriate assessment Design appropriate assessment Design appropriate assessment Select and curriculum needs. 	Module outcomes:	Module outcomes:	
 understanding of the foundations of teaching and learning in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences and Management generation. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics and Management Sciences. Design appropriate lesson plans in Economics and Management Sciences. Design appropriate assessment 			
	 understanding of the foundations of teaching and learning in Economics and Management Sciences. Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics and Management Sciences. Design appropriate lesson plans in Economics and Management Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment 	 statistical information to manage teaching, learning and assessment in Economics and Management Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Economics and Management Sciences. Use the results of assessment to improve teaching and learning of in Economics and Management Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics and management Sciences. Demonstrate competence to learn from available research in order to improve teaching in the in Economics and Management Sciences and management Sciences. 	

 Design, select and adapt appropri teaching and learning sup materials for Economics Management Sciences. 	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is asses by means of examination	sed Assessment modes: This module is assessed by means of examination
Module Semester 1: EMEL101 NQF code:- 3MEL101 level:	5 Semester 2: EMEL102 NQF 3MEL102 level: 6
Title: English Home Language Education	A Title: English Home Language
	Education B
Content:	Content:
1. Foundations of teaching and learning in Englanguage	lish1. Management of English Home language teaching and learning in school
 History of English language teaching learning Classical period 	and – Use elementary statistical information to manage teaching, learning and assessment activities
Modern period	2. Curriculum differentiation and adaptive
	teaching in English Home language
Commercial periodElectronic period	 Barriers to English Home language learning and development Designing differentiated language learning activities
2. English Home Language Education curricu policy documents	3. Classroom research in English Home language
Subject policy documents	 Use Action research in English Home language
Language-in-education policy	 Use of research literature to improve English Home language classroom
Teaching language skills	practice
Teaching literary and non- literary texts	4. Develop pedagegical content (reculades
Teaching language structures and convention	
3. Teaching methodologies in English Ho language	Epistemology me 5. Pre-conceptions in English Home language
Teaching and Learning theories	 Identify pre-conceptions
 Approaches to teaching English Ho language 	 Language attitudes Address learners' pre- conceptions
 Methods of teaching English Home language 	6. Critique English Home Language
• The use of ICT in the language classroom	curriculum policies in English
Learning styles	Principles underpinning and guiding English Home language curriculum

Teaching and learning strategies	 Opportunities for linking teaching, learning, assessment and reflection in English Home language 			
4. Assessment in English Home language	Opportunities the curriculum offers for continuity beyond their phase			
Language assessment practices	 How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique Principles underpinning and guiding the 			
Assessment strategies in English Home language				
Questioning skills as assessment in English Home language learning	 Opportunities for linking teaching, learning, assessment and reflection 			
Types of questions in English Home language learning	 Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for 			
Educational taxonomies for language learning	inclusion of children from culturally and linguistically diverse backgrounds with			
Assessment for learning: critical language awareness	different learning needs			
Assessment for learning: understanding key literary concepts				
5. Lesson design in English Home language Lesson design				
Lesson design				
6. Learning and Teaching Support Materials in English Home Language				
Guidelines for designing effective English language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts				
Module outcomes:	Module outcomes:			
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:			
 Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language. Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language. Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs. 	 Use elementary statistical information to manage teaching, learning and assessment in English Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language. Use the results of assessment to improve teaching and learning of in English Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language. 			

			-				
 Design appropriate assessment strategies in English Home language. Design, select and adapt appropriate teaching and learning support materials for English Home language. Method of delivery: Full Time Assessment modes: This module is assessed 			 Demonstrate competence to learn from available research in order to improve teaching in the English Home language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language. Evaluate curriculum policies in English Home language. Method of delivery: Full Time Assessment modes: This module is 				
		of examination			essed by means of examination		
-	dule le:-	Semester 1:	NQF level: 6	Sem	nester 2: NQF level: 6		
000	ic	EMEG101 3MEG101	level. o	EME	EG102 3MEG102		
Titl	<u>o</u> .	English First Additional	Language	Title	: English First Additional Language		
	cation		Language		ication B		
Co	ntent:			Con	Content:		
1. Foundations of teaching and learning in English		1.	Management of English First Additional language teaching and learning in school				
-	Hist lean	ory of English Language t ning	eaching and	2.	Use elementary statistical information to manage teaching, learning and		
-	Clas	ssical period		3.	assessment activities Curriculum differentiation and adaptive		
-	Mod	lern period			teaching in English First Additional language.		
-	Con	nmercial period		4.	Barriers to English First Additional language learning and development		
-	Elec	ctronic period		5.	Designing differentiated language learning activities		
2.	2. English First Additional language Education curriculum policy documents		6.	Classroom research in English First Additional language			
-	Subje	ect policy documents		7.	Use Action research in English First Additional language		
-	Lang	uage-in-education policy		8.	Use of research literature to improve English First Additional language		
-	Teac	hing language skills		9.	classroom practice Develop pedagogical content		
-	Teaching literary and non- literary texts		Ŭ.	knowledge in English First Additional language			
-	- Teaching language structures and conventions		10. 11.	Epistemology Pre-conceptions in English First			
3. Teaching methodologies in English First Additional language		_	Additional language				
_	 Teaching and Learning theories 			_	Language attitudes		
		0 0		-	Address learners' pre- conceptions		
-	- The role of the first /home language in additional language teaching		-	Critique English First Additional Language curriculum policies Principles underpinning and guiding English Home language curriculum			
I							

 Approaches to teaching English First Additional language Methods of teaching English First Additional language The use of ICT in the language classroom Learning styles Teaching and learning strategies Assessment in English Home language Language assessment practices Assessment strategies in English First Additional language Questioning skills as assessment in English First Additional language learning Types of questions in English First Additional language learning Types of questions in English First Additional taxonomies for language learning Assessment for learning: critical language awareness Assessment for learning: understanding key literary concepts Lesson design Lesson design Learning and Teaching Support Materials in English Home Language Guidelines for designing effective English language Guidelines for designing effective English language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and 	 Opportunities for linking teaching, learning, assessment and reflection in English Home language Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
Non-literary texts Module outcomes: On successful completion of the module, students	Module outcomes:
 On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in English First Additional language. Demonstrate knowledge and understanding of the relevant policies in English First Additional language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional language . Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs. 	 On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in English First Additional language. Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional language. Use the results of assessment to improve teaching and learning of in English First Additional language. Adapt lessons and assessment tasks to accommodate learners with different

 Design appropriate assessment strategies in English First Additional language . Design, select and adapt appropriate teaching and learning support materials for English First Additional language. 		Additional language.Demonstrate competence to learn from
Assessment modes: This module is by means of examination	assessed	-
Module Semester 1: EMHS101	NQF evel: 6	Semester 2: EMHS102 NQF 3MHS102 level: 6
Title: Social Sciences Education A		Title: Social Sciences Education B
 Content: Foundations of teaching and le Social Sciences History of Social Sciences teac learning Social Science Education policy de Subject policy documents Teaching and learning strategies Science Teaching and Learning theories Teaching and Learning strategies Assessment in Social Sciences Assessment strategies Lesson design in Social Sciences Learning and Teaching Support M Social Sciences 	hing and ocuments in Social	 in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Social Sciences Identify barriers to learning and development Design differentiated learning activities to respond to the above Classroom research in Social Sciences Use Action research in Social Sciences Use of research literature to improve

		 Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
Module outcomes:		Module outcomes:
On successful completion of the modul will be able to	e, students	On successful completion of the module, students will be able to
 On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Social Sciences. Demonstrate knowledge and understanding of the relevant policies in Social Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Social Science. Design appropriate lesson plans in Social Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Social Sciences. Design, select and adapt appropriate teaching and learning support materials for Social Sciences. 		 Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences. Use the results of assessment to improve teaching and learning of Physical Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences. Demonstrate the competence needed to learn from available research to improve the teaching of Physical Science and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies in Physical Sciences
Method of delivery: Full Time		Method of delivery: Full Time
Assessment modes: This module is by means of examination	s assessed	Assessment modes: This module is assessed by means of examination
Module Semester 1:	NQF	Semester 2: NQF level: 6
code:- EMZH101 3MZH101	level: 6	EMZH102 3MZH102

Co	ntent:	Conte	ent:
1.	Foundations of teaching and learning in IsiZulu language		Management of IsiZulu Home language teaching and learning in
-	History of IsiZulu language teaching and learning	-	school Use elementary statistical information to manage teaching, learning and
-	Classical period		assessment activities Curriculum differentiation and adaptive
-	Modern period		teaching in IsiZulu Home language Barriers to IsiZulu Home language
-	Commercial period		learning and development Designing differentiated language
-	Electronic period		learning activities
2.	IsiZulu Home Language Education curriculum policy documents		Classroom research in IsiZulu Home language Use Action research in IsiZulu Home
-	Subject policy documents		language Use of research literature to improve
-	Language-in-education policy		IsiZulu Home language classroom
-	Teaching language skills	-	Develop pedagogical content
-	Teaching literary and non- literary texts		knowledge in IsiZulu Home language Epistemology
-	Teaching language structures and conventions		Pre-conceptions in IsiZulu Home language
3.	Teaching methodologies in IsiZulu Home language	_	Identify pre-conceptions Language attitudes
-	Teaching and Learning theories		Address learners' pre- conceptions
-	Approaches to teaching IsiZulu Home language		Critique IsiZulu Home Language curriculum policies in IsiZulu
-	Methods of teaching IsiZulu Home language		Principles underpinning and guiding IsiZulu Home language curriculum Opportunities for linking teaching,
-	The use of ICT in the language classroom		learning, assessment and reflection in IsiZulu Home language
-	Learning styles		Opportunities the curriculum offers for continuity beyond their phase
-	Teaching and learning strategies	-	How well the curriculum caters for inclusion of children from culturally and
4.	4Assessment in IsiZulu Home language Language assessment practices		linguistically diverse backgrounds with different learning needs critique
-	Assessment strategies in IsiZulu Home language	-	Principles underpinning and guiding
-	Questioning skills as assessment in IsiZulu	-	the curriculum Opportunities for linking teaching,
-	Home language learning Types of questions in IsiZulu Home	-	learning, assessment and reflection Opportunities the curriculum offers for
_	language learning Educational taxonomies for language		continuity beyond their phase How well the curriculum caters for
5.	learning Assessment for learning: critical language		inclusion of children from culturally and linguistically diverse backgrounds with
6.	awareness Assessment for learning: understanding key		different learning needs
7. 8.	literary concepts Lesson design in IsiZulu Home language Lesson design		

9. Learning and Teaching Support Materials in IsiZulu Home Language	
 Guidelines for designing effective IsiZulu language teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts 	
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
 Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language. Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language. 	 Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language. Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. Use the results of assessment to improve teaching and learning of in IsiZulu Home language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language. Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language. Evaluate curriculum policies in IsiZulu Home language.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination

Module	Semester 1:	NQF	Semester 2:	NQF
code:-	EMZF101 3MZF101	level: 6	EMZF102 3MZF102	level: 6
Title: Educatior		Language	Title: IsiZulu First Additional I Education B	Language
Content:			Content:	
EMZF101 3MZF101 Title: IsiZulu Foundations of teaching and learning in isiZulu History of isiZulu teaching and learning IsiZulu First Additional education policy documents Subject content in First Additional policy documents Teaching and learning strategies in isiZulu First Additional language contexts Teaching and learning strategies Assessment in isiZulu First Additional language contexts Lesson design Lesson design in isiZulu First Additional language contexts Lesson design Learning and Teaching Support Materials in isiZulu First Additional language contexts Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts Module outcomes: On successful completion of the module, students will be able to:		 Management of IsiZulu First. language teaching and leschool Use elementary statistical in to manage teaching, lean assessment activities Curriculum differentiation and teaching in IsiZulu First. language Barriers to learning and deve Designing differentiated activities Classroom research in IsiZ Additional language Use Action research in IsiZ Additional language Use of research literature to classroom practice in IsiZ Additional language Develop pedagogical knowledge in IsiZulu Epistemology of IsiZulu as additional language Addressing alternative misconceptions Reveal learners' pre concepti Present an exposing event Ask learners to describe o their conceptual conflict Encourage cognitive accome and guide conceptual restruct Curriculum policy in GET Isi additional language Critique curriculum policies First additional language 	arning in formation ning and d adaptive Additional lopment learning Zulu First Zulu First content s a First content s a First pre- tions r present stions unodation turing Zulu First	
On succe	On successful completion of the module, students		On successful completion of the module,	
 Der of ti in Is Der of 	ie to: nonstrate knowledge and ur he foundations of teaching a siZulu First Additional langua nonstrate knowledge and ur the relevant policies in I litional teaching and learning	and learning age. iderstanding siZulu First	 students will be able to: Use elementary statistical in to manage teaching, lean assessment in isiZulu First alanguage. Demonstrate competence in a and monitoring learner procession. 	ning and Additional assessing

met and lang - Des Firs acc dev - Des in Is - Des tead IsiZ	 Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language. Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu First Additional language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language. Method of delivery: Full Time 		la - U ini is - A to A - D a te la t t t t s - D F F	chievement in IsiZulu First inguage. se the results of asse nprove teaching and lear iZulu First Additional langu dapt lessons and assess o accommodate learners wi arning problems in isi dditional language. emonstrate competence to vailable research in order baching in the isiZulu First inguage classroom and to their own academic learning evelop content knowledg nplement and assess baching and learning expeti iZulu First Additional langu valuate curriculum policies irst Additional language.	ssment to ning of in lage. ment tasks th different Zulu First learn from to improve Additional o enhance lean plan, effective reiences in lage.
by means	ent modes: This module of examination	is assessed		sment modes: This r ed by means of examinatio	nodule is m
Module code:-	Semester 1: EMLG101 3MLG101	NQF level: 6	Semes EMLG1	ter 2: 102 3MLG102	NQF level: 6
Title: Life	e Orientation Education A (S	SP)	Title: L	ife Orientation Education I	3 (SP)
 Content: Foundations of teaching and learning in Life Orientation History of Life Orientation teaching and learning Life Orientation Education policy documents Subject policy documents Teaching and learning strategies in Life Orientation Teaching and Learning theories Teaching and learning strategies Assessment in Life Orientation Assessment strategies Lesson design in Life Orientation Learning and Teaching Support Materials in Life Orientation 		in - U tc aa - C - C - D tc - D tc - C - U - U - U c c - C C O O O	It: ife Orientation teaching ar i school se elementary statistical if o manage teaching, lea ssessment activities urriculum differentiation ar acching in Life Orientation lentify barriers to lear evelopment esign differentiated learnin o respond to the above lassroom research in Life (se of research literature f assroom practice Develop pedagogical nowledge in Senior P rientation pistemology	nformation rning and ad adaptive ning and g activities Drientation Drientation to improve content	

	6. Critique curriculum policies in Senior Phase Life Orientation
	 Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
Module outcomes: On successful completion of	Module outcomes:
the module, students will be able to	On successful completion of the module,
 Demonstrate knowledge and 	students will be able to:
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Life Orientation. Demonstrate knowledge and understanding of the relevant policies in Senior Phase Life Orientation teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Life Orientation. Design appropriate lesson plans in Senior Phase Life Orientation taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Senior Phase Life Orientation. Design, select and adapt appropriate teaching and learning support materials for Senior Phase Life Orientation 	 students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Life Orientation. Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Life Orientation. Use the results of assessment to improve teaching and learning of in Senior Phase Life Orientation. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Life Orientation. Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Life Orientation. Develop content knowledge to plan, implement and assess effective teaching and learning.
	- Evaluate curriculum policies in Senior
Method of delivery: Full Time	Phase Life Orientation. Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination
Module Semester 1: EMMG101 code:- 3MMG101	NQF level: 6	Semester 2: EMMG102 NQF 3MMG102 level: 6
Title: Mathematics Education A (SI))	Title: Mathematics Education B (SP)
Content: Foundations of teaching and Mathematics History of Mathematics tea learning Mathematics Education policy d Subject policy documents Teaching and learning str Mathematics Teaching and Learning theories Teaching and Learning trategie Assessment in Mathematics Assessment strategies Lesson design in Mathematics Learning and Teaching Support	ching and ocuments ategies in s	 Content: Mathematics teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Mathematics Identify barriers to learning and development Design differentiated learning activities to respond to the above research in Mathematics Use Action research in Mathematics Use of research literature to improve classroom practice Develop pedagogical content knowledge Epistemology Pre-conceptions Identify pre-conceptions Critique curriculum policies Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum add linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum for culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum for culturally and linguistically diverse backgrounds with different learning needs Critique

Module outcomes:	Module outcomes:
On successful completion of the module, stud will be able to	on successful completion of the module, students will be able to:
 Demonstrate knowledge and understar of the foundations of teaching and lea in Senior Phase Mathematics. Demonstrate knowledge and understar of the relevant policies in Senior P Mathematics teaching and learning. Select and use appropriate strate methods and techniques in the tead and learning of Senior Phase Mathema- Design appropriate lesson plans in S Phase Mathematics taking into aco theories of teaching, learning, development and curriculum needs. Design appropriate assessment strate in Senior Phase Mathematics. Design, select and adapt approp teaching and learning support materia Senior Phase Mathematics. 	 to manage teaching, learning and assessment in Senior Phase Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Mathematics. Use the results of assessment to improve teaching and learning of in Senior Phase Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Mathematics. Demonstrate the competence needed to learn from available research in
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is asse by means of examination	sed Assessment modes: This module is assessed by means of examination
Module Semester 1: NQF code:- level	Semester 2: NQF level: 6
EMNS101 3MNS101	EMNS102 3MNS102
Title: Natural Sciences Education A	Title: Natural Sciences Education B
Content: Foundations of teaching and learnin Natural Sciences History of Natural Sciences teaching learning Natural Sciences Education p documents Subject policy documents Teaching and learning strategies in Na Sciences Teaching and Learning theories	school - Use elementary statistical information to manage teaching, learning and assessment activities - Curriculum differentiation and adaptive teaching is Naturel Sciences

 Lesson design Learning and Teaching Support Materials in Physical Science Improvisation in FET Phase science Experiments, demonstrations and investigations in Natural Sciences 	 Use of research literature to improve classroom practice Develop pedagogical content knowledge in Natural Sciences Epistemology of Science Pre-conceptions in Natural Sciences Identify pre-conceptions in Natural Sciences Address learners' pre- conceptions Critique curriculum policies in Natural Sciences Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and
	 linguistically diverse backgrounds with different learning needs Experiments, demonstrations and investigations in Natural Sciences
Madula autoamaa, On augoapaful ar	Medule euteemeet On euseeseful
Module outcomes: On successful completion of the module, students will be able to	Module outcomes: On successful completion of the module, students will be able to
 Demonstrate knowledge and understanding of the foundations of teaching and learning in Natural Sciences. Demonstrate knowledge and understanding of the relevant policies in Natural Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Sciences. Design appropriate lesson plans in Natural Science staking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Natural Sciences. Design, select and adapt appropriate teaching and learning support materials for Natural Sciences. Conduct experiments, demonstrations and investigations in Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions. 	 Use elementary statistical information to manage teaching, learning and assessment in Natural Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Sciences. Use the results of assessment to improve teaching and learning of Natural Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Sciences. Demonstrate the competence needed to learn from available research to improve the teaching of the Natural Sciences and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies in Natural Sciences Conduct experiments, demonstrations and investigations in the Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or

			those that emerge from learners' own		
Method of delivery: Full Time			 questions. Method of delivery: Full Time 		
	nt modes: This module is f examination	assessed	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: EMTK101 3MTK101	NQF level: 6	Semester 2: NQF EMTK102 3MTK102		
Title: Tech	nology Education A		Title: Technology Education B		
Techr - Histor learni - Techr - Subje - Teach Techr - Teach - Teach - Teach - Teach - Teach - Susses - Lesso - Lesso - Learni	lations of teaching and le tology y of Technology teaching ng tology Education policy do ct policy documents ing and learning strategie ing and Learning theories issment in Technology Edu issment strategies on design in design ing and Teaching Suppor chnology	and occuments as in as as acation	 Content: Technology teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Technology Identify barriers to learning and development Design differentiated learning activities to respond to the above Classroom research in Technology Use Action research in Mathematics Use of research literature to improve classroom practice Develop pedagogical content knowledge Epistemology Pre-conceptions Identify pre-conceptions Critique curriculum policies Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs 		

Module outcomes:	Module outcomes:
Module outcomes: On successful completion of the module, students will be able to - Demonstrate knowledge and understanding of the foundations of teaching and learning in Technology. - Demonstrate knowledge and understanding of the relevant policies in Technology teaching and learning.	 Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Technology. Demonstrate competence in assessing and monitoring learner progress and achievement in Technology.
 Select and use appropriate strategies, methods and techniques in the teaching and learning of Technology. Design appropriate lesson plans in Technology taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Technology. Design, select and adapt appropriate teaching and learning support materials for Technology. 	 Use the results of assessment to improve teaching and learning of in Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Technology. Demonstrate the competence needed to learn from available research to improve the teaching of Technology and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Technology. Evaluate curriculum policies in Technology.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination

FED.15.1.3. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGFT1 & EPGSF2

	COM	PULSORY M	ODULES
Module code:-	Semester 1: EDST102 3DST102	NQF level: 6	Semester 2: NQF EDST121 3DST121
Title: Edu	cation Studies 1B		Title: Educational Studies 2A (Educational Psychology)
design curriculun and lear underpinr	Philosophical foundations o and development, Conc n and their implication in th ning environment in S.A ning curriculum research int outh Africa, Skills in curricu lopment	eptions of ne teaching , Theories ernationally	Content: I. Introduction to Educational psychology - Learning and teaching today. - The role of educational psychology. - Using research to understand and improve learning. 2. Theories of development - Definition of development

 Monitorial difference Learning and thinking styles Learners with learning challenge Learners with impairments Gifted and talented learners Culture and diversity Theories of learning Behaviorist views on learning Cognitive views of learning Social cognitive views of learning Social cognitive views of learning Costructivist views of learning Social cognitive view of learning Costructivist views of learning Constructivist views of learning Social cognitive view of learning Constructivist views of learning Constructivist views of learning Costructivist views of learning Constructivist views of learning Constructivist views of learning Costructivist views of learning Costructivist views of learning Costructivist views of learning Constructivist views of learning Theories of motivation Types of motivation Role played by motivation i learning Module outcomes: Module outcomes: By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. To provide students with a deep an systematic understanding of theories underpinning curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 		 Physical development Cognitive theories of development Language development Social and personal development Moral development
 Learning and thinking styles Learners with learning challenge Learners with impairments Gifted and talented learners Culture and diversity Theories of learning Cognitive views of learning Social cognitive views of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Definition of motivation Types of motivation Theories of motivation Theories of motivation Role played by motivation i learning By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical principles underpinning the south African school curriculum and their implications to teaching and development. Demonstrate an understanding of the philosophical principles underpinning the south African school curriculum and their implications to teaching and learning. Demonstrate the skills needed for curriculum design and development. 		3. Individual differences
 Behaviorist views on learning Cognitive views of learning Social cognitive view of learning Social cognitive view of learning Constructivist views of learning Learning and motivation Types of motivation Types of motivation Role played by motivation i learning Module outcomes: By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 		Learning and thinking styles Learners with learning challenges Learners with impairments Gifted and talented learners
 Cognitive views of learning Social cognitive view of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Learning and motivation Types of motivation Theories of motivation Theories of motivation Role played by motivation i learning Module outcomes: By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of the philosophical goard learning. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 		4. Theories of learning
 Definition of motivation Types of motivation Types of motivation Theories of motivation Role played by motivation i learning Module outcomes: By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 		 Cognitive views of learning Social cognitive view of learning
 Types of motivation Types of motivation Theories of motivation Role played by motivation i learning Module outcomes: By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underginning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underginning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 		5. Learning and motivation
 By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 		 Types of motivation Theories of motivation Role played by motivation in
 equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for curriculum design and development. 	Module outcomes:	Module outcomes:
	 equipped with: - Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development. Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning. Demonstrate an understanding of theories underpinning curriculum research and practice. Demonstrate the skills needed for 	educational psychology that blend theory and research about human development and learning and the implications for teaching methods and teacher behaviour in the Senior Phase
	Method of delivery: Full Time	Method of delivery: Full Time

summativ of method assess ad - Pre refie - Ass - Tes - Sur	tent modes: Continuous a re assessment will take place ds, strategies and tools will chievement of competences sentation/ case study/ wee ection ignment t nmative written Examination mination at the end of the se	Assessment modes: This module is assessed by means of continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.: - Presentation/ case study/ weekly review/ reflection - Assignment - Test - Summative written Examination:(2-hour examination at the end of the semester)	
Module code:-	Semester 1: EDCO101 3DCO101	NQF level: 5	Semester 2: NQF level: 5 EDST122 3DST122
Title: Edu	ucation in Context		Title: Education Studies 2B (Educational Management)
	South African Education o learning and Elementary s		Content: 1 Teaching as a profession - Characteristics of a profession - Education management theories - Educational ethics - The professional code of conduct - The service conditions of educators 2 The school as an organisation - Universal characteristics of a school as an organisation - Universal characteristics of a school as an organisation - Managing conflict in an organisation - Management of change in schools 3 Administration as it relates to school administration - Key performance areas - The Difference between Managers and Leaders - The school principal as an educational manager - Management duties of the school principal aimed at effective routine school administration - School Management - Basic concepts in school

			management					
		 School Management Tasks Planning Organising Leading Controlling Theories of educational management The Situational Theory The Characteristic Theory Systems Theory. Bureaucratic Theory Hierarchical Theory Democratic Theory Ambiguous Theory 						
			 Legislation and policies impacting on school practice 					
students understar context.lo learning	Dutcomes: By the end of the should: - Demonstrate ding of the South African lentify and critically reflect or and manage the school's	a critical educational n barriers to	Sources and types of education law Common law rules that influence powers and duties of educators Legislation affecting schools Educator as a caring supervisor Educators and learner discipline Module outcomes: To apply knowledge and skills of classroom and school management to interpret the legislation and policies which impact on school practice in the Senior Phase and					
informatio	on of delivery: Full Time		FET Teaching. Method of delivery: Full Time					
			-					
by means examinati	ent modes: This module is of tests, assignments and on	Assessment modes: This module is assessed by means of continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.: Presentation/ case study/ weekly review/ reflection, Assignment, Test Summative written Examination:(2 hour examination at the end of the semester)						
Module code:-	Semester 1:	NQF level: 7	Semester 2: NQF level: 7					
coue:-	EGPE101 3GPE101	level: /	ievel: 7					
Title: Ger	neral Pedagogy		Title:					
Teaching assessme assessme	n, The learner and the learni and learning strategies, Orie ent Purposes, procedures in	Content:						

Module outcomes:	Module outcomes:
By the end of the module, students should be equipped with: -	
Demonstrate knowledge and understanding of various methods of teaching and their application in teaching and learning milieu. Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning Demonstrate knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs. Demonstrate knowledge and understanding of the various concepts and contexts in assessment. Demonstrate the ability to produce assessment plans and activities.	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:Presentation/ case study/ weekly review/ reflection Assignment ,Test .Summative written Examination: (2 hour examination at the end of the semester)	Assessment modes: This module is assessed by means of examination

FED.15.1.4. MODULE CONTENT AND OUTCOMES FOR PGCE – YEAR MODULES -EPGFT1 & EPGSF2

COMPULSORY MODULES											
Module code:-	Year module: ETSE14A	NQF level: 6									
Title: School Experience											
Content: The content is organized into four themes: The school as an organization; documentation used in schools and designing LTSMs; Lesson planning and lesson preparation as well as Micro-teaching skills e.g. Skill of introducing a lesson/establishing set, Skill of explaining, Skill of questioning and dealing with questions, Skill of using teaching and learning materials.											
Module outcomes: The module aims at equipping prospective educators with competencies in teaching skills; professional and occupational practice relevant to the grades and phase of study of their programme. It exposes students to the knowledge of school as an organisation; the relationship between the teacher the learner and teaching (content). It prepares student teachers for the observation opportunity during which they observe the professional practitioners on Wednesdays and mentors working, for an intensive period in a classroom in their own community school and familiarise themselves with practical classroom routines.											
Method of delivery: Full T	ime										
class and including micro-tu practical activities, more pra completed as part of the We themes chosen from schoo improving students' teaching	nuous formative assessment of learning t aaching activities. Summative assessme ctical activities in the form of an observatio idnesday and block schooling sessions. R I based observations and teaching expe g conduct in future. y means of examination	nt of learning through n and teaching journal Reflections on selected									
Module code:-	Year module: ETSP14B	NQF level: 6									
Title: School Experience											
during micro-teaching ses worksheets and analytic ru	ides micro-teaching skills and productio isions. Practical work on questioning ibrics). Reflective practice. Mentoring p on including registrations with SACE.	(including designing									
Module outcomes: The purpose of this module is to engage prospective teachers in the realities of school-based teaching under the experienced eye of a professional teacher thus enabling them to practice what has been taught to them and thereby develop and grow professionally.											
Method of delivery: Full T	ime										
in class activities and inc learning through production student's growth attained a	inuous formative assessment of learning luding micro-teaching activities. Summ n of the portfolio of evidence with practi is a result of exposure to school-based l ols by faculty lecturers. This module is a	ative assessment of cal activities showing earning. Assessment									

FED.16. WEIGHTING OF MODULE TESTS AND ASSIGNMENTS

			Ear	ly Childhood	Educatio	n (ECE)							
Module	HEQSf	Old	Descriptive Name	Primary Lec		Secondary L				Weigh	ting		
code	Aligned Module	Programm e module		Lecturer name	Staff Number	Lecturer name	Staff Number	Assignment Mark		Test Mark		Practical Mark	
	Code	code						AM1	AM2	TM1	TM2	PM1	PM2
EEZU111	3EZU111	ELLZ111	IsiZulu Home Language 1*	ZE Mtshali	14578			40		60			
EENG112	3ENG112	EEGL112	English FAL 1	TA Mbatha	15791			40		60			
EELK111	3ELK111	EEHS111	Life Skills 1A*	ECA Kok	11610			40		60			
EELK112	3ELK112	EEHS112	Life Skills 1B*	ECA Kok	11610			40		60			1
EEMA111	3EMA111	ESFN111	Basic Mathematics 1A*	CN Luthuli	10414			40		60			1
EEMA112	3MA112	ESFN112	Basic Mathematics 1B*	CN Luthuli	10414			40		60			1
EEDS111	3EDS111	NONE	Education Studies 1A: Child Development	N Ncama	20683			40		60			
EEPS112	3EPS112	NONE	Pedagogical Studies 1B: Classroom Mngmt	ZE Mtshali	14578			40		60			
EECA100	3ECA100	NONE	Academic & Computer Literacy*	IC Deca-Anyanwu	20388			40		60			
EENG211	3ENG211	NONE	English FAL 2	C Fynn	20837			40		60			
EEZU212	3EZU212	NONE	IsiZulu Home Language 2	C Fynn	20837			40		60			
EEGL211	3ELG211	EFPL212	Language Education (English FAL) 2A	ZE Mtshali	14578			40		60			
EEGL212	3ELG212	EFPL211	Language Education (isiZulu HL) 2B*	C Fynn	20837			40		60			
EELK211	3ELK211	EFPS211	Life Skills 2A	SCB Xulu	15284			40		60			1
EELK212	3ELK212	EFPS212	Life Skills 2B	N Ncama	20683			40		60			1
EEMA211	3EMA211	EFPN211	Mathematics Education 2A*	MM Sibisi	20950			40		60			
EEMA212	3EMA212	EFPN212	Mathematics Education 2B	MM Sibisi	20950			40		60			
EEPS211	3EPS211	NONE	Pedagogical Studies 2A: Curriculum Dvlpmnt	N Ncama	20683			40		60			

EEDS212	3EDS212	NONE	Education Studies 2B: Child Development	ECA Kok	11610			40	60	
EECL200	3ECL200	NONE	Conversational Language Afrikaans	CN Luthuli	10414			40	60	
EENG311	3ENG311	NONE	English FAL 3	C Fynn	20837			40	60	
EEZU312	3EZU312	NONE	IsiZulu Home Language 3	SCB Xulu	15284			40	60	
EEGL311	3EGL311	EFPL312	Language Education (English FAL) 3A	TA Mbatha	15791			40	60	
EEGL312	3EGL312	EFPL311	Language Education (isiZulu HL) 3B	ZE Mtshali	14578			40	60	
EEDS311	3EDS311	EFPS411	Education Studies 3A: Child Development	ECA Kok	11610			40	60	
EELK312	3ELK312	EFPS312	Life Skills Education 3B	N Ncama	20683			40	60	
EEMA300	3EMA300	EFPN311	Mathematics Education 3	MM Sibisi	20950			40	60	
NONE	NONE	EFPN312	Mathematics Education 3	MM Sibisi	20950			40	60	
EEZU400	3EZU400	NONE	IsiZulu Home Language 4	SCB Xulu	15284			40	60	
EENG400	3ENG400	NONE	English FAL 4	TA Mbatha	15791			40	60	1
EELK400	3ELK400	NONE	Life Skills Education 4 (SL)	IC Deca-Anyanwu	20388			40	60	
EEDS400	3EDS400	NONE	Education Studies: Educational Law & Systems	C Anyanwu				40	60	
EEDS410	3EDS410	NONE	Education Studies: Sociology and Philosophy	Mrs Mbuyazi				40	60	
EEDS420	3EDS420	NONE	Education Studies: History and Comparative Educ.	Mrs Mbuyazi				40	60	
EFPN411	NONE	NONE	Foundation phase studies Numeracy 4A	ECA Kok	11610			40	60	
EFPL411	NONE	NONE	Foundation phase studies Literacy 4A	SCB Xulu	15284			40	60	
EFPS311	NONE	NONE	Foundation phase studies Life skills 3A	ECA Kok	11610			40	60	
	•	• •	Departmen	t of Arts and I	anguag	es Educatio	n (DALE)		
ELZL111	3LZL111	ELZN111		W. Mthembu- Ngema	10642	PK Mdluli	18511	50	50	

ELZL211	3LZL211	ELZN211		Ms Bele	15047			50	50		
ELZL311	3LZL311	ELZN311		Ms Msweli	11948			50	50		
ESMZ311	NONE	NONE		Mr Magwaza	15127			50	50		
ELZL400	NONE	NONE		Dr Nyathikazi	17889			50	50		
3MZU101	NONE	NONE		Dr Magwaza	15127			50	50		
3MZH101	NONE	NONE		Dr Magwaza	15127			50	50		
ELEL111	3LEL111	ELGN111		Ms Mngomezulu	11528			50	50		
ELEL211	3LEL211	ELGN211		Dr Pillay	11486			50	50		
ELEL311	3LEL311	ELGN311		Ms Hlatshwayo	11565			50	50		
ELGF311	NONE	NONE		Mr Dlamini	20969			50	50		
ELTC300	3LTC300	NONE		Mr Dlamini	20969			50	50		
ELEL400	NONE	NONE		Dr Gazu	14425			50	50		
NONE	3MEG101	NONE		Dr Gazu	14425			50	50		
NONE	3MEF101	NONE		Dr Gazu	14425			50	50		
EPPS212	NONE	NONE		Mr Masuelele	21074			50	50		
NONE	3DSL100	NONE		Ms Bele	15047	Ms Khumalo	13113	50	50		
NONE	3LTL100	NONE		Ms Khumalo	13113			50	50		
NONE	3LCS100	NONE		Khoalenyane	13202			50	50		
NONE	3LCS400	NONE		Masuelele	21074			50	50		
NONE	NONE	ELZN411		Dr Nyathikazi	17889	14425		40	60		
NONE	NONE	ELGN411		Dr Gazu	14425			50	50		
NONE	NONE	ELLL111		Dr Nzama	13452			50	50		
ELEL212	3LEL212	ELGN212	English Language 2B	Dr P. Pillay	11486			50	50		
NONE	NONE	ELZN412	IsiZulu Language Education 4B	Dr C.P.Nyathikazi	17889			40	60		
NONE	NONE	ELZL400	IsiZulu Home Language Education 4	Dr C.P.Nyathikazi	17889			25	25	50)
ELZL112	3LZL112	ELZN112	IsiZulu Language 1B (IP)	Dr WNZ Mthembu- Ngema	10642	Mrs K Mdluli	18511	50	50		
ELZL312	3LZL312	ELZN312	Isizulu Language Education 3B	Mrs Z.P. Msweli	11948			50	50		
ELEL 112	3LEL 112	ELGN 112	English Language Education 1B	Miss T.F. Mngomezulu	11528			50	50		
ESMZ312	NONE	NONE	Method of IsiZulu For FET	Dr JF Magwaza	15127			50	50		
NONE	3MZH102	NONE	Method of IsiZulu For Senior Phase	Dr JF Magwaza	15127			50	50		
NONE	3MZU102	NONE	Method of IsiZulu For FET	Dr JF Magwaza	15127			50	50		

NONE	3LCS100	NONE	Conversational Language for Teachers – Sesotho	Dr N Khoalenyane	13202			40		60			
NONE	ELGN 412	NONE	English Language Education	Dr TN Ngema	18781			50		50			
NONE	ELEL 400	NONE	English First Additional Language Education 4	Dr TN Ngema	18781			25		25		50	
NONE	3MEF 102	NONE	English First Additional Language Education A	Dr TN Ngema	18781			50		50			
NONE	3MEG 102	NONE	English First Additional Language Education A	Dr TN Ngema	18781			50		50			
ELEL312	3LEL312	ELGN312	English Language Education B	Ms Z V Hlatshwayo &	11565			50		50			
NONE	3DSL100	NONE	Academic Literacy for teachers	Dr NP Khumalo &	13113	Ms LLP Bele	15047	50		50			
NONE	3LTL100	NONE	English Language for Teaching and Learning	Dr NP Khumalo	13113			50		50			
ELZN212	3LZN212	ELZL212	IsiZulu Language Education 2A	Ms LLP Bele	15047			50		50			
ELCT400	NONE	NONE	Conversational Lang for Teachers	Dr. OP Masuelele	21074			50		50			
EPPS212	3PPS212	NONE	Creative Arts	Dr. OP Masuelele	21074			50		50			
ELGF312	NONE	NONE	Method of English 312	Mr TS Dlamini	20969			50		50			
NONE	3LTC300	NONE	English as a Language of Teaching and Learning.	Mr TS Dlamini	20969			50		50			
			Mathematics	Science and	Technol	logy Educat	ion (MS1	ГЕ)					
ESMA221	3SMA221	NONE		Mr T Talasi						33.3	33.3	33.3	
NONE	NONE	ESMA411		Mr T Talasi						33.3	33.3	33.3	
NONE	NONE	EMMG101		Mr T Talasi						33.3	33.3	33.3	
NONE	NONE	ESCM311		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	EMCS101		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	EMCS102		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	ESCM312		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	ESCL112		Mr A Chibisa						33.3	33.3	33.3	
EMMA101	3MMA101	NONE		Mr BS Gwala				50		50			
EMMG101	3MMG101	NONE		Mr SG Ngema				50		50			
NONE	NONE	ESMN311	l	Dr BG Ndawonde	<u> </u>			10	20	25	25	20	

NONE NONE ESDF 411 Dr RC Gayadeen 50 50 50 NONE NOME ESTM 311 Dr RC Gayadeen 50 50 50 NONE NOME ESTM 311 Dr RC Gayadeen 50 50 50 NONE NOME ESTM 311 Dr RC Gayadeen 50 50 50 NONE Sistication NOME Miss NM Gumbl 33.3 <th>NONE</th> <th>NONE</th> <th>ESMN101</th> <th></th> <th>Dr BG Ndawonde</th> <th></th> <th></th> <th></th> <th>40</th> <th>1</th> <th>60</th> <th></th> <th></th> <th></th>	NONE	NONE	ESMN101		Dr BG Ndawonde				40	1	60			
NONE NONE ESDF 411 Dr RC Gayadeen 50 50 r NONE NONE ESIT 311 Dr RC Gayadeen 50 50 50 r NONE NONE ESIT 301 Dr RC Gayadeen 50 50 50 r NONE NONE ESIT 300 NONE Miss NM Gumbi 0 33.3 33.														
NONE NONE ESTM 301 Dr RC Gayadeen 50 50 50 ESIC100 3SIC100 NONE Miss NM Gumbi 50 50 33.3 33.3 33.3 EDSL100 SDSL100 NONE Miss NM Gumbi 50 50 50 50 ESBM211 NONE Dr A Krishnamair 50 50 50 50 50 50 NONE NONE ESMA11 NONE Dr A Krishnamair 50														
NONE NONE ESNT400 Mr RC Gayadeen 60 60 7 EBIC100 305100 NONE Miss NM Gumbi 33.3 <td>NONE</td> <td>NONE</td> <td>ESTM 311</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>50</td> <td></td> <td>50</td> <td></td> <td></td> <td></td>	NONE	NONE	ESTM 311						50		50			
EBIC100 3SIC100 NONE Miss NM Gumbl 33.3 </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>														
EDSL100 3DSL100 NONE Miss NM Gumbi 50												33.3	33.3	
ESBM211 3SBM211 NONE Dr A Krishnannair 50 50 50 ESBM211 3SMA121 NONE Dr A Krishnannair 50 50 50 50 NONE NONE ESPS311 Mr NH Ngwenya 50 50 50 50 NONE NONE ESM311 Mr NH Ngwenya 10 20 25 25 20 NONE NONE ESM47400 Mr NH Ngwenya 10 20 25 25 20 NONE NONE ESM47400 Mr NH Ngwenya 50 50 50 50 NONE NONE ESM47400 Prof DC Sibaya 50														
ESMA121 SMM 21 NONE Dr A Krishnannair Sol Sol NONE NONE ESPS311 Mr NH Ngwenya 15 15 35 35 NONE NONE ESM1400 Mr NH Ngwenya 10 20 25 25 20 NONE NONE ESM1400 Mr NH Ngwenya 10 20 25 25 20 NONE NONE ESM1400 Mr NH Ngwenya 50 50 50 10 10 20 25 25 20 NONE NONE ESM1400 Mr NH Ngwenya 50									50	50		00.0	00.0	
NONE NONE ESP311 Mr NI Ngwenya 15 15 35 35 NONE NONE ESM1311 Mr NI Ngwenya 10 20 25 25 20 NONE NONE ESM1400 Mr NI Ngwenya 50 50 50 NONE NONE ESM2311 Prof DC Sibaya 50 50 50 NONE NONE ESM400 Prof DC Sibaya 50 50 50 NONE NONE ESM3410 Prof DC Sibaya 50 30 40 NONE NONE ESB411 Ms N Xaba 30 30 40 EMPS101 3MPS101 NONE ESB4211 Mr A Sondio 40 30 30 NONE NONE ESA411 Mr A Sondio 50 50 50 50 NONE NONE ESA111 Mr A Sondio 50 50 50 50 50 50 50 50 50 50 50					2. /					•••				
NONE NONE ESN1311 Mr NH Ngwenya 10 20 25 25 20 NONE NONE ESN1400 Mr NH Ngwenya	ESMA121	3SMA121	NONE		Dr A Krishnannair				50	50	50			
NONE NONE ESMT400 Mr NH Ngwenya 50 50 50 NONE NONE ESMC311 Prof DC Sibaya 50<	NONE	NONE	ESPS311						15	15	35	35		
NONE NONE ESMC 311 Prof DC Sibaya 50 50 NONE NONE EMMA101 Prof DC Sibaya 50 50	NONE	NONE	ESMN311		Mr NH Ngwenya				10	20	25	25	20	
NONE NONE EMMA101 Prof DC Sibaya 0 0 0 0 NONE NONE ESMA 400 Prof DC Sibaya 50 50 1 NONE NONE ESBS411 Ms X Xaba 30 30 40 1 NONE NONE ESBS411 Ms N Xaba 30 30 40 1 NONE NONE ESBS411 Ms N Xaba 30 30 40 1 EMPS101 SMP5101 ESBC411 Mr MG Tshabalala 50 50 1 ENN111 SNT111 NONE ESAC11 Mr A Sondlo 40 30 30 1 NONE NONE ESE211 Mr A Sondlo 50 50 1 1 NONE NONE ESE211 Mr A Sondlo 40 30 30 1 NONE ESNT111 NONE Dr TW Chinaka 50 50 1 NONE ESMA410 Mrs PN Mathaba 40	NONE	NONE	ESNT400		Mr NH Ngwenya									
NONE NONE EMMA101 Prof DC Sibaya		NONE							50		50			
NONE NONE ESBA4 400 Prof DC Sibaya 50 50 50 NONE NONE ESBB411 MS N Xaba 30 30 40 1 NONE NONE ESPB411 MS N Xaba 30 30 40 1 NONE NONE ESPB411 Mr NX Xaba 30 30 40 1 EMPS101 3MNS101 NONE ESRC411 Mr A Sondio 50 50 1 EMNS101 3MNS101 NONE ESAE411 Mr A Sondio 40 30 30 1 NONE NONE ESAE411 Mr A Sondio 50 50 1 1 NONE NONE ESAE211 Mr A Sondio 40 30 30 1 1 NONE NONE ESE211 Mr A Sondio 50 50 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 <t< td=""><td>NONE</td><td>NONE</td><td>EMMA101</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	NONE	NONE	EMMA101											
NONE NONE ESBS411 Ms N Xaba 30 30 40 1 NONE NONE ESBFA11 Ms N Xaba 30 30 40 1 NONE NONE ESBFA11 Mr MG Tshabalala 30 30 40 1 EMPS101 3MPS101 ESBEA11 Mr MG Tshabalala 50 50 1 NONE NONE ESAEA11 Mr A Sondlo 50 50 1 NONE NONE ESEE211 Mr A Sondlo 50 50 1 NONE NONE ESEE211 Mr A Sondlo 1 0 30 30 1 ESNT311 SNT311 NONE Dr TW Chinaka 40 30 30 1 NONE NONE ESMA411 Mrs CT 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3 33.3	NONE	NONE	ESMA 400						50		50			
EMPS101 3MPS101 ESBC411 Mr MG Tshabalala 50 50 10 EMNS101 NONE NONE Mr MG Tshabalala 50 50 50 10 NONE NONE ESAE411 Mr A Sondlo 40 30 30 10 ESNT111 3SNT111 NONE ESE211 Mr A Sondlo 50 50 10 10 NONE NONE ESE211 Mr A Sondlo 50 50 10	NONE	NONE							30	30	40			
EMNS101 3MNS101 NONE Mr MG Tshabalala 50 50 10 NONE NONE ESAE411 Mr A Sondlo 40 30 30 10 ESNT111 3SNT311 NONE Mr A Sondlo 50 50 50 10 NONE NONE ESEE211 Mr A Sondlo 50 50 10 ESNT311 3SNT311 NONE Dr TW Chinaka 40 30 30 10 ESNT311 3SNT311 NONE Dr TW Chinaka 40 30 30 10 ESNT211 3SNT311 NONE Dr TW Chinaka 50 50 10 <	NONE	NONE	ESPB411		Ms N Xaba				30	30	40			
NONE NONE ESAE411 Mr A Sondio 40 30 30 1 ESNT111 3SNT111 NONE Mr A Sondio 50 <td>EMPS101</td> <td>3MPS101</td> <td>ESBC411</td> <td></td> <td>Mr MG Tshabalala</td> <td></td> <td></td> <td></td> <td>50</td> <td></td> <td>50</td> <td></td> <td></td> <td></td>	EMPS101	3MPS101	ESBC411		Mr MG Tshabalala				50		50			
NONE NONE ESAE411 Mr A Sondio 40 30 30 1 ESNT111 3SNT111 NONE Mr A Sondio 50 <td>EMNS101</td> <td>3MNS101</td> <td>NONE</td> <td></td> <td>Mr MG Tshabalala</td> <td></td> <td></td> <td></td> <td>50</td> <td></td> <td>50</td> <td></td> <td></td> <td></td>	EMNS101	3MNS101	NONE		Mr MG Tshabalala				50		50			
NONE NONE ESEE211 Mr A Sondlo Image: Constraint of the synthesis of the synthesynthesynthesis of the synthesynthesis of the synthesynthe										30	30			
ESNT311 3SNT311 NONE Dr TW Chinaka 40 30 30 ESNT111 3SNT111 NONE Dr TW Chinaka 50 <t< td=""><td>ESNT111</td><td>3SNT111</td><td>NONE</td><td></td><td>Mr A Sondlo</td><td></td><td></td><td></td><td>50</td><td></td><td>50</td><td></td><td></td><td></td></t<>	ESNT111	3SNT111	NONE		Mr A Sondlo				50		50			
ESNT111 NONE Dr TW Chinaka 50 50 50 NONE NONE ESMA411 Mrs CT Chinambakwe 33.3 3	NONE	NONE	ESEE211		Mr A Sondlo									
NONE NONE ESMA411 Mrs CT Chihambakwe Mas PN Mathaba 40 60 100 NONE NONE ESMA211 Mrs PN Mathaba 40 60 100	ESNT311	3SNT311	NONE		Dr TW Chinaka				40		30	30		
NONE NONE ESMA211 Mrs PN Mathaba 40 60 10 NONE NONE ESMA311 Mrs PN Mathaba 40 60 10 ESNT211 3SNT211 NONE Dr PJ Kok 40 30 30 10 ESNT311 3SNT311 NONE Dr PJ Kok 40 30 30 10 NONE NONE ESIT311 3SNT311 NONE Dr PJ Kok 40 30 30 10 NONE NONE ESIT311 Mr D Mutambara 30 30 40 10 </td <td>ESNT111</td> <td>3SNT111</td> <td>NONE</td> <td></td> <td>Dr TW Chinaka</td> <td></td> <td></td> <td></td> <td>50</td> <td></td> <td>50</td> <td></td> <td></td> <td></td>	ESNT111	3SNT111	NONE		Dr TW Chinaka				50		50			
NONE NONE ESMA211 Mrs PN Mathaba 40 60 60 NONE NONE ESMA311 Mrs PN Mathaba 40 60	NONE	NONE	ESMA411		Mrs CT						33.3	33.3	33.3	
NONE NONE ESMA311 Mrs PN Mathaba 40 60 E ESNT211 3SNT211 NONE Dr PJ Kok 40 30 30 E ESNT311 3SNT211 NONE Dr PJ Kok 40 30 30 E NONE NONE Dr PJ Kok 40 30 30 E NONE NONE ESIT411 Dr PJ Kok 40 30 30 E NONE NONE ESCM311 Mr D Mutambara 30 35 35 E NONE NONE EMCS101 Mr D Mutambara 30 35 35 E Social Science Education (SSE) NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 E NONE NONE ESMB312 Method of Business S Mokoena 11837 BT Gamede 12454 50 50 E					Chihambakwe									
ESNT211 3SNT211 NONE Dr PJ Kok 40 30 30 ESNT311 3SNT311 NONE Dr PJ Kok 40 30 30 40 NONE NONE ESIT411 Dr PJ Kok 40 30 30 40 NONE NONE ESIT411 Dr PJ Kok 30 30 40 50 NONE NONE ESICM311 Mr D Mutambara 30 35 35 50 NONE NONE EMCS101 Mr D Mutambara 30 30 35 35 50 NONE NONE EMCS101 Mr D Mutambara 30 35 35 50 NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 50 60 60 60 60 60 60 60 60 60 60 60 60 60 60 60 60 60 60 60	NONE	NONE	ESMA211		Mrs PN Mathaba				40		60			
ESNT311 3SNT311 NONE Dr PJ Kok 40 30 30 30 NONE NONE ESIT411 Dr PJ Kok 30 30 40 40 30 30 40 40 30 30 40 40 30 30 40 40 30 30 40 40 30 30 40					Mrs PN Mathaba				40					
NONE NONE ESIT411 Dr PJ Kok 30 30 40 10 NONE NONE ESCM311 Mr D Mutambara 30 35 35 35 NONE NONE EMCS101 Mr D Mutambara 30 30 35 35 Social Science Education (SSE) NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT Gamede 12454 50 50 60 NONE NONE ESMB312 Method of Business S Mokoena 11837 BT Gamede 12454 50 50 60														
NONE NONE ESCM311 Mr D Mutambara 30 35 35 NONE NONE EMCS101 Mr D Mutambara 30 35 35 35 Social Science Education (SSE) NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 50 NONE S00 50												30		
NONE NONE EMCS101 Mr D Mutambara 30 35 35 Social Science Education (SSE) NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 50 60 <										30				
Social Science Education (SSE) NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 60 <														
NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 NONE NONE ESMB312 Method of Business S Mokoena 11837 BT 12454 50 50	NONE	NONE	EMCS101		Mr D Mutambara				30		35	35		
NONE NONE ESMB 311 Method of Business studies S Mokoena 11837 BT 12454 50 50 NONE NONE ESMB312 Method of Business S Mokoena 11837 BT 12454 50 50					Social Science	e Educat	ion (SSE)							
Studies Gamede NONE NONE ESMB312 Method of Business S Mokoena 11837 BT Gamede 12454 50 50	NONE	NONE	ESMB 311	Method of Business				12454	50		50			
NONE NONE ESMB312 Method of Business S Mokoena 11837 BT Gamede 12454 50 50				studies		1100/								
Juuroj	NONE	NONE	ESMB312	Method of Business studies	S Mokoena	11837	BT Gamede	12454	50		50			

EMBS101	3MBS101	NONE	Business Studies Education(FETT)	S Mokoena	11837	BT Gamede	12454	50	50		
EMBS102	3MBS102	NONE	Business Studies Education(FETT)	S Mokoena	11837	BT Gamede	12454	50	50		
NONE	NONE	EESE411	Economics Education B	S Mokoena	11837	BT Gamede	12454	50	50		
NONE	NONE	EESE412	Economics Education B	S Mokoena	11837	BT Gamede	12454	50	50		
EEBS211	3EBS211	NONE	Basic Social Science and Life Skills	N Mqadi	21175	KG Mkhwanazi	13548	50	50		
NONE	NONE	EESS312	Social Sciences Education (IP)	D Mncube	11950	MC Dube		20	30		50
EESS111	3ESS111	NONE	Social Sciences 1A	O. Ajani		M. Brett	1644	50	50		
EESS112	3ESS112	NONE	Social Sciences 1B	N Mqadi	21175	M. Brett	1644	50	50		
NONE	NONE	EESS112	Social Sciences 1B	N Mqadi	21175	M. Brett	1644	50	50		
EEBE212	3EBE212	NONE	Basic EMS	N Mqadi	21175	KG Mkhwanazi	13548	50	50		
NONE	NONE	ESMG312	Method of Geography (FET)	D. Mncube	11950	L Mngoma		50	50		
NONE	NONE	EEMS312	Social Sciences Education (SP)	D. Mncube	11950	F Gxwabeni	21210	20	30		50
EMHS102	3MHS102	NONE	Social Sciences Education (SP)	D. Mncube	11950	F Gxwabeni	21210	20	30		50
EMHY102	3MHY102	NONE	History Education	MC Dube	13477	F Gxwabeni	21210				
NONE	NONE	ESMH312	Method of History	MC Dube	13477	F Gxwabeni	21210	20	35		45
NONE	NONE	EESE212	Economic And Management Sciences Education	K.G Mkhwanazi	13548	MR Khumatake	19861	20	35		45
NONE	NONE	EESA412	ACCOUNTING	K.G Mkhwanazi	13548	MR Khumatake	19861	50	50		
EESS312	3ESS312	NONE	Method of Social Sciences	D Mncube	11950	F Gxwabeni	21210	40	60		
NONE	NONE	EESH412	Heritage Studies	F Gxwabeni	21210	MC Dube	13477	30	30		40
NONE	NONE	EESH411	The Changing World and Ideologies	F Gxwabeni	21210	MC Dube	13477	50			50
NONE	NONE	EESE111	Economic and Management Sciences 1A (Econ.)	S Mokoena	11837	BT Gamede	12454	50			50
NONE	NONE	EESE112	Economic and Management Sciences 1B	S Mokoena	11837	BT Gamede	12454	20	40	40	
NONE	NONE	EESB411	Business Management 4A	S Mokoena	11837	BT Gamede	12454	40	60		

NONE	NONE	EESB412	Business Management 4B	S Mokoena	11837	BT Gamede	12454	40		60			
NONE	3MEC101	NONE	Economics Education A	BT Gamede	12454	S Mokoena	11837	50		50			
NONE	3MEC102	NONE	Economics Education B	BT Gamede	12454	S Mokoena	11837	50		50			
NONE	NONE	ESME311	Method of Economics 3A	BT Gamede	12454	S Mokoena	11837	50		50			
NONE	NONE	ESME312	Method of Economics 3B	BT Gamede	12454	S Mokoena	11837	50		50			
		-	Educatio	nal Foundati	ons and	Managemen	t (EFM)						
EDST111	3DST111	NONE	Education Studies 1A	LC Mthethwa	17880	LP Sibisi	15833	40		60		1	1
EDST112	3DST112	NONE	Education Studies 1B	LC Mthethwa	17880	LP Sibisi	15833	40		60			
EGEP111	3GEP111	NONE	General Pedagogy 1A	MJ Gina	19924	TZ Ngidi	17388	40		60			
EGEP112	3GEP112	NONE	General Pedagogy 1B	MJ Gina	19924	TZ Ngidi	17388	40		60			
EDST312	3DST312	NONE	Education Studies 3B	AB Buthelezi	13620	TZ Ngidi	17388	40		60			
EDST122	3DST122	NONE	Education Studies 2B	IS Kapueja	11524	CJG Bender	17976	40		60			
EDC0101	3DC0101	NONE	Education in context	IS Kapueja	11524			40		60			
NONE	NONE	EPCE412	Citizenship Education	VS Xulu	13837	LP Sibisi	15833	40		60			
NONE	NONE	EPSJ412	Social Justice and Human Right	VS Xulu	13837	LP Sibisi	15833	40		60			
NONE	NONE	EFMS312	Comparative Education	VS Xulu	13837	LP Sibisi	15833	40		60			
NONE	NONE	EDSE312	Society Education Law and School Governance	AB Buthelezi	13620	TZ Ngidi	17388	40		60			
NONE	NONE	EAMS412	Mngmt of Schl System and Extra Curricular Activities	CJG Bender	17976	TZ Ngidi	17388	40		60			
NONE	NONE	EPL591	Educational Planning	HG Khanyile	19925	IS Kapueja	11524	50		50			
NONE	NONE	EMC591	Educational Management	HG Khanyile	19925	IS Kapueja	11524	50		50			
			Educationa	Psychology	and Spe	cial Educati	on (EPS	E)					
EPPS311	3PPS311	NONE						50	50	1			
EMLO311	3MLO101	NONE	ł					50	50				
NONE	NONE	EPLO311						50	50				
EMLG101	3MLG101	NONE						50	50				
NONE	NONE	EPPE411			1		1	50	50				
EDST121	3DST121	NONE						50	50				
EGEP211	3GEP211	NONE						1		50	50		
NONE	NONE	EPIE 411			1		1			50	50		
NONE	NONE	EPPS400								50	50		

EPPS 211	3PPS 211	NONE				50	50	
NONE	NONE	EPPM 211				50	50	
EPPS111	3PPS111					50	50	1
NONE	NONE	EPIP111				50	50	
EDST211	3DST211	NONE				50	50	
EDST212	3DST212	NONE				50	50	
NONE	NONE	EPDL211				50	50	
NONE	NONE	EPSP411				50	50	1

FED.16.1.

FED.16.2. WEIGHTINGS FOR TEACHING PRACTICE MODULES- EPPU

FED.16.6.1. %WEIGHTINGS FOR B ED FOUNDATION PHASE NEW PROGRAMME MODULES

Module Code	Module name	Assignment	Practical	Presentation	Journal	TOTAL	DP	Assignment/RE	Practical/	Presentation	Journal	TOTAL	Final Mark
	FIRST SEMESTE	R MAR	KS					SECONE) SEMI	ESTER	MARK	S	
3ETP 100	School Experience 1	10	10	10	20	50	50	10	10	10	20	50	100
3ETP 200	School Experience 2	10	10	10	20	50	50	10	10	10	20	50	100
3ETP 300	School Experience 3	10	10	10	20	50	50	10	10	10	20	50	100

FED.16.6.2. %WEIGHTINGS FOR B ED INTERMEDIATE PHASE NEW PROGRAMME MODULES

	FIRST SEMESTE			SECOND SEMESTER MARKS									
3PTE 100	Teaching Practice 1	10	30	10	20	50	50	10	10	10	20	50	100
3PTE200	Teaching Practice 2	10	10	10	20	50	50	10	10	10	20	50	100
3PTE300	Teaching Practice 3	10	10	10	20	50	50	10	10	10	20	50	100

FED.16.6.3. %WEIGHTINGS FOR B ED SP & FET NEW PROGRAMME MODULES

3PTE 100	Teaching Practice 1	10	10	10	20	50	50	10	10	10	20	50	100
3PTE200	Teaching Practice 2	10	10	10	20	50	50	10	10	10	20	50	100
3PTE300	Teaching Practice 3	10	10	10	20	50	50	10	10	10	20	50	100

FED.16.6.4. %WEIGHTINGS FOR ALL PHASES OF THE OLD B ED PROGRAMME MODULES

Module Code	Module name	Assignment	Scenario Activity	Teaching Philosophy	Journal	TOTAL	DP		PoE	Group Activity/Presentation	Journal	TOTAL	Final Mark
	FIR	ST SEN	MESTE	R MARKS	5				SEC	COND SEMEST	FER MA	RKS	
ETSE400	School Experience 4		20	10	20	50	50		20	10	20	50	100