NWU®

Faculty of Education In-Service and Further Training Programmes

Postgraduate Certificate in Education (PGCE)

2020 Yearbook *Jaarboek*

Address all correspondence to:

The Registrar
North-West University
Private Bag X1290
Potchefstroom
2520

Tel: (018) 299-1111/2222
Fax: (018) 299-4910
Internet: http://www.nwu.ac.za

PLEASE MENTION YOUR UNIVERSITY 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.nwu.ac.za/yearbooks.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before 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.

Rig alle korrespondensie aan:

Die Registrateur
Noordwes Universiteit
Privaatsak X1290
Potchefstroom
2520

Tel: (018) 299-1111/2222
Fax: (018) 299-4910
Internet: http://www.nwu.ac.za

MELD ASSEBLIEF U STUDENTE NOMMER IN ALLE KORRESPONDENSIE

Die Algemene Akademiese Reëls van die Universiteit, waaraan alle studente hulself moet onderwerp en wat van toepassing is op al die kwalifikasies wat deur die Universiteit aangebied word, verskyn in 'n aparte publikasie en is beskikbaar op die webblad: http://www.nwu.ac.za/yearbooks.

***Let wel:** Alhoewel die inligting in hierdie Jaarboek met die grootste omsigtigheid en akkuraatheid saamgestel is, aanvaar die Raad en die Senaat van die Universiteit geen verantwoordelikheid vir foute wat mag voorkom nie. Voordat studente uiteindelik besluit oor die keuse van modules, moet hulle die klasrooster raadpleeg. Indien 'n botsing in die beplande keuse van 'n student se voorgenome keuse voorkom, is die betrokke kombinasie van modules ontoelaatbaar.*

Table of Contents

Organigram of the Faculty structure 2019 v
Organigram van Fakulteitstruktuur 2019 vi

OFFICE BEARERS VII
Faculty management committee vii
Executive Dean *(Chairperson)* vii
Faculty Board viii

CONTACT DETAILS FOR THE FACULTY IX
Mafikeng ix
Potchefstroom ix
Vaal Triangle ix

AMPSDRAERS X
Fakulteitsdagbestuur x
Fakulteitsraad xi

KONTAKBESONDERHEDE VAN DIE FAKULTEIT XII
Mafikeng xii
Potchefstroom xii
Vaaldriehoek xii

SCHOOLS IN THE FACULTY / *SKOLE IN DIE FAKULTEIT* XIII

QUALIFICATIONS, PROGRAMMES AND CURRICULA / *KWALIFIKASIES, PROGRAMME EN KURRIKULUMS* XIV

EDU.1 FACULTY RULES / FAKULTEITSREËLS 1

EDU.1.1 AUTHORITY OF THE GENERAL RULES / GESAG VAN DIE ALGEMENE AKADEMIESE REËLS 1

EDU.1.2 FACULTY-SPECIFIC RULES 1

EDU.1.2.1 **Admission Requirements / *Toelatingsvereistes*** 2

EDU.1.2.2 **Method of Delivery / *Metode van Aflewering*** 3

EDU.1.2.3 **Annual Registration/ *Jaarlikse Registrasie*** 4

EDU.1.2.4 **Amendment, cancellation of discontinuation regarding registration of studies / *Wysiging, kansellasie of staking ten opsigte van registrasie van studies*** 4

EDU.1.2.5 **Modules and Credits / *Modules en Krediete*** 5

EDU.1.2.6 Additional Modules / Addisionele modules 6

EDU.1.2.7 **Calculation of Participation Marks / *Berekening van Deelnamepunte*** 6
EDU.1.2.8 **Admission to Examinations / *Toelating tot Eksamens*** 6
EDU.1.2.9 **Subminimum for Examination / *Subminimum vir Eksamen*** 7
EDU.1.2.10 **Examination Opportunities / *Eksamengeleenthede*** 7
EDU.1.2.11 **Pass Requirements / *Slaagvereistes*** 8
EDU.1.2.12 **Progression Requirements / *Vorderingsvereistes*** 9
EDU.1.2.13 **Repetition of Modules / *Herhaling van Modules*** 9
EDU.1.2.14 **Access to Marked Examination Work (A-rule 1.13.7) / *Toegang tot Gemerkte Eksamenwerk (A-Reël1.13.7)*** 9
EDU.1.2.15 **Monitoring of academic performance / *Kontrolering van Akademiese Prestasie*** 9
EDU.1.2.16 **Extension of period of study / *Verlenging van studietydperk*** 10
EDU.1.2.17 **Termination of Studies / *Terminering van Studies*** 10
EDU.1.3 **WARNING AGAINST PLAGIARISM....10**
EDU.1.4 **CAPACITY STIPULATION 11**
EDU.1.5 **RECOGNITION OF PRIOR LEARNING / *ERKENNING VAN VORIGE LEER* 11**
EDU.1.6 **QUALIFICATION, PROGRAMME AND CURRICULUM / KWALIFIKASIE, PROGRAM EN KURRIKULUM 13**
EDU.2 WHAT IS OPEN DISTANCE LEARNING (ODL)? / *WAT IS OOP-AFSTANDSLEER (OAL)?*..... 14
EDU.2.1 **UNIT FOR OPEN DISTANCE LEARNING (UODL) / *EENHEID VIR OOP-AFSTANDSLEER (EOAL)* 14**
EDU.2.2 **CONTACT DETAILS / KONTAKBESONDERHEDE:....14**
EDU.2.3 **MATTERS TO TAKE NOTE OF REGARDING ODL STUDIES /SAKE RAKENDE OAL-STUDIES WAARVAN KENNIS GENEEM MOET WORD 15**
***EDU.3* RULES FOR THE QUALIFICATION POSTGRADUATE CERTIFICATE IN EDUCATION / *REËLS VIR DIE KWALIFIKASIE NAGRAADSE ONDERWYS SERTIFIKAAT*..... 18**
EDU.3.1 **PURPOSE AND RATIONALE OF THE QUALIFICATION / *DOEL EN RASIONAAL VAN DIE KWALIFIKASIE* 18**
EDU.3.1.1 Duration (minimum and maximum duration) / *Duur van kursus (minimum en maksimum duur)* 19
EDU.3.1.2 Admission requirements for the qualification / *Toelatingsvereistes vir die kwalifikasie* 20
EDU.3.1.3 Language competency / *Taalbevoegdheid* 21

EDU.3.1.4 Work Integrated Learning / *Werkgeïntegreerde Leer (WIL)* 22

EDU.3.1.5 Language Policy in the Faculty of Education (Programme Specific) / *Taalbeleid in die Fakulteit Opvoedkunde (Programspesifiek)* 22

EDU.3.1.6 Articulation Possibilities and Exit Level Marks / *Artikulasiemoontlikhede en Uittreepunt* 23

EDU.3.2 LIST OF MODULES.....24

EDU.3.3 CURRICULUM / *KURRIKULUM*: O401M (MAFIKENG), O401P (DISTANCE/*AFSTAND,* POTCHEFSTROOM), O401V (VAAL TRIANGLE) 33

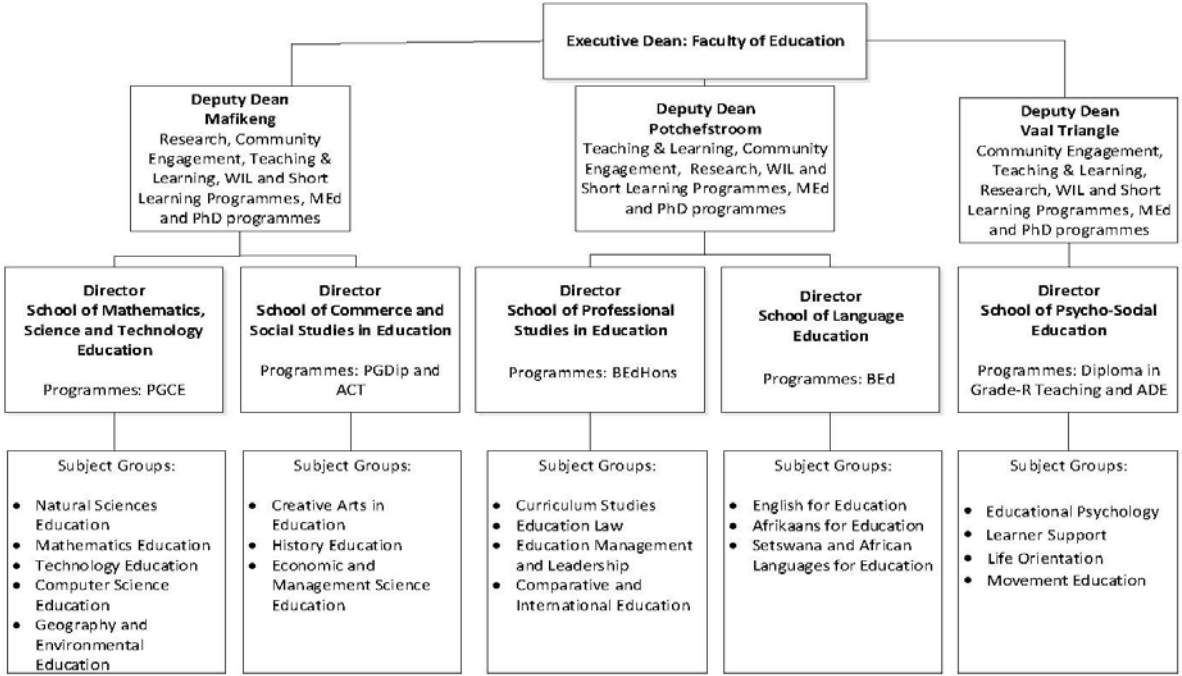
EDU.3.3.1 Curriculum outcomes / *Kurrikulum uitkomste*.....33

EDU.3.3.2 Faculty-specific rules for the curriculum / *Fakulteit spesifieke reëls vir die kurrikulum*.....35

EDU.3.3.3 Compilation of curriculum / Samestelling van kurrikulum O401M, O401P, O401V.....37

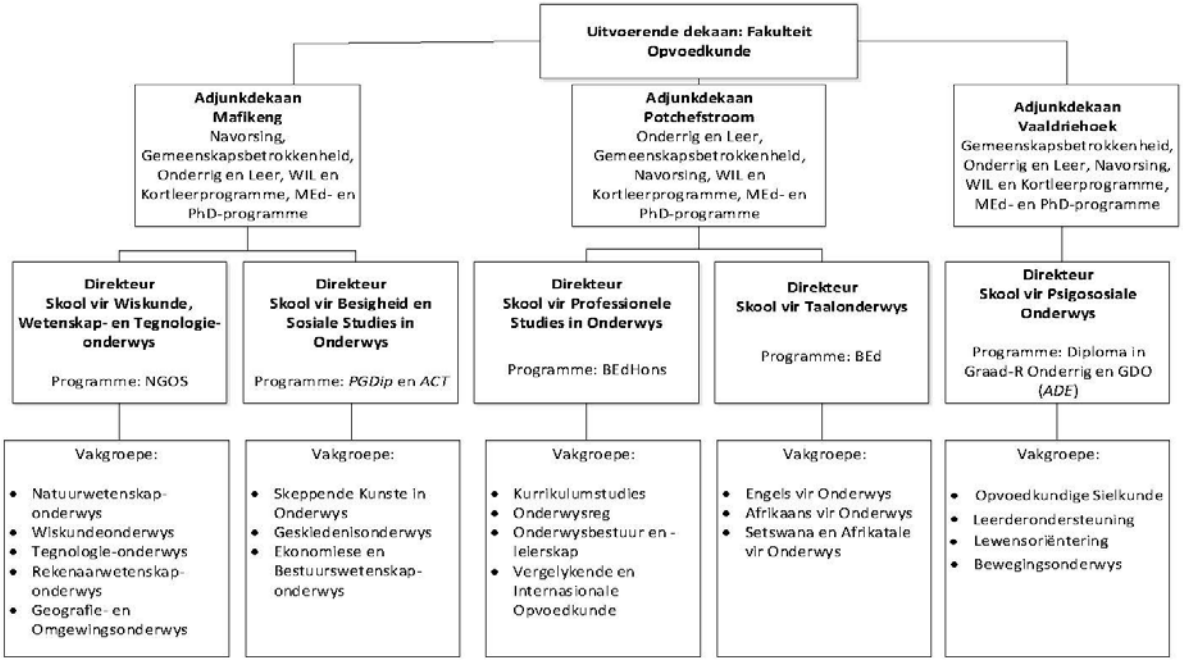
EDU.4 MODULE OUTCOMES..... 48

Organigram of the Faculty structure 2020



Presentation of the Postgraduate Diploma in Education (PGDip) is subject to final approval for implementation in 2020.

Organigram van Fakulteitstruktuur 2020



Die aanbieding van die Nagraadse Diploma in Opvoedkunde (PGDip) is onderhewig aan finale goedkeuring vir implementering in 2020.

OFFICE BEARERS

Faculty management committee

Executive Dean *(Chairperson)*

Prof LN Conley - BA, BEdHons, MEd, DEd

Deputy Deans

Teaching and Learning: Prof HJ van Vuuren - BAHons, BEd, MEd, PhD

Community Engagement and Commercialisation: Dr E Küng – BA, PGCE, BEdHons, MEd, PhD

Research and Innovation: Prof WT Dudu - DipEd, BEd, MScEd, PhD

Directors of Research Entities

Research Unit Edu-HRight: Prof AJ Botha – HDE, FDE, BEdHons, MEd, DEd

Research Focus area SDL: Prof E Mentz - BA, HED, BScHons, MSc, PhD

Research niche Edu-Lead: Prof J Heystek - BA, HED, BEdHons, MEd, PhD

Research niche COMBER: Prof LA Wood – BA, BASS, MA, PGCHE, DEd

School Directors

School of Professional Studies in Education: Prof PJ Mentz – BA, HED, BEd, MEd, DEd, PhD, Dip (Tertiary Education)

School of Languages Education: Dr EM Reyneke – BA, BEd, MA, PhD

School Commerce and Social Studies for Education: Dr M Matashu – CISA, BComHons, PGCE, PhD, MBA

School of Mathematics, Science and Technology Education: Dr MP Nkhoma - Dip ED, BSc, MEd, PhD

School of Psycho-social Education: Prof J Hay - BA, BAHons, MA, PhD, HED

Deputy School Directors

School of Professional Studies in Education: Prof CB Zulu – BA, MA, DEd

School of Professional Studies in Education: Prof E Serfontein (acting) - BA, B.IURIS, LLB, HDE, FDE in LSEN, MEd, PhD

School of Languages Education: Dr LM Hove - BAHons, GradCE, PGDE, MA, PhD

School of Languages Education: Dr R Krügel – BA, HED, BEdHons, MEd, PhD

School of Commerce and Social Studies for Education: Dr PG Warnich – BA, BAHons, HED, MA, BEd, PhD

School of Commerce and Social Studies for Education: Dr GP van Tonder – BCom, HED, BTechHons, MEd, PhD

School of Mathematics, Science and Technology: Dr NP Petersen - BScEd, BScHons, FDE, MPhil, PhD

School of Mathematics, Science and Technology: Dr MM Kloppers - BSc, HED, BEdHons, MEd, PhD

School of Psycho-social Education: Dr N Shaikhnag – BCom, BEdHons, MEd, PhD

School of Psycho-social Education: Prof JA Rens - BA, HED, BEdHons, MEd, PhD

Faculty Administrators

Mr JJ Liebenberg (Senior)

Ms I Kakula

Ms AMC Cloete

Quality Enhancement Administrator

Dr I Venter (Acting)

Faculty Accountant

Ms JM van Heerden

Faculty Board

The election of all the members of the Faculty Board is not yet finalised and therefore only the categories are listed below.

Executive Dean *(Chairperson)*

Deputy Deans

Directors of Research Entities

School Directors

Deputy school Directors

Elected representatives from the academic staff

- 2 NRF rated researchers
- 6 Professors
- 7 Associate professors
- 7 Senior lecturers
- 7 Lecturers
- 6 Junior lecturers

Faculty representatives on the senate

Faculty Administrator

Student representative

Ex officio:

- Deputy Faculty Administrators
- Quality Enhancement Administrators
- Faculty Accountant
- Librarian
- Secretariat

CONTACT DETAILS FOR THE FACULTY

Mafikeng

- Telephone number: 018 389 2214
- E-mail address: MCEducation@nwu.ac.za

Potchefstroom

- Telephone number: 018 299 1766
- E-mail address: Edu-EnquiryPotch@nwu.ac.za

Vaal Triangle

- Telephone number: 016 910 3060
- E-mail address: VTC-Education-Info@nwu.ac

Faculty Website: http://education.nwu.ac.za

Contact details for Unit for Open Distance Learning

The Unit for Open Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties at a number of learning support centres in southern Africa.

Telephone number: 018 285 5900

Website: distance.nwu.ac.za/

Email address: DistancePotch@nwu.ac.za

SMS: Send an SMS to 43366 NWU[Space]Student number[Space]Subject code[Space]And the question

AMPSDRAERS

Fakulteitsdagbestuur

Uitvoerende dekaan (Voorsitter)

Prof LN Conley – BA, BEdHons, MEd, DEd

Adjunkdekane

Onderrig en Leer: Prof HJ van Vuuren – BAHons, BEd, MEd, PhD

Gemeenskapsbetrokkenheid en kommersialisering: Dr E Küng – BA, NGOS, BEdHons, MEd, PhD

Navorsing en innovasie: Prof WT Dudu – DipEd, BEd, MScEd, PhD

Direkteure van Navorsingsentiteite

Navorsingseenheid Edu-HRight: Prof AJ Botha – HOD, VDO, BEdHons, MEd, DEd

Navorsingsfokusarea SGL: Prof E Mentz – BA, HED, BScHons, MSc, PhD

Navorsingsnisarea Edu-Lead: Prof J Heystek – BA, HOD, BEdHons, MEd, PhD

Navorsingsnisarea COMBER: Prof LA Wood – BA, BASS, MA, PGCHE, DEd

Skooldirekteure

Skool vir Professionele Studies in Onderwys: Prof PJ Mentz – BA, HED, BEd, MEd, DEd, PhD, Dip (Tersiêre Onderwys)

Skool vir Taalonderwys: Dr EM Reyneke – BA, BEd, MA, PhD

Skool vir Besigheid en Sosiale Studies in Onderwys: Dr M Matashu – CISA, BComHons, PGCE, PhD, MBA

Skool vir Wiskunde-, Wetenskap- en Tegnologie- onderwys: Dr MP Nkhoma – Dip ED, BSc, MEd, PhD

Skool vir Psigososiale Onderwys: Prof J Hay – BA, BAHons, MA, PhD, HOD

Adjunkdirekteure

Skool vir Professionele Studies in Onderwys: Prof CB Zulu – BA, MA, DEd

Skool vir Professionele Studies in Onderwys: Prof E Serfontein (waarnemend) - BA, B.IURIS, LLB, HOD, VDO in LSOB, MEd, PhD

Skool vir Taalonderwys: Dr LM Hove – BAHons, GradCE, PGDE, MA, PhD

Skool vir Taalonderwys: Dr R Krügel – BA, HED, BEdHons, MEd, PhD

Skool vir Besigheid en Sosiale Studies in Onderwys: Dr PG Warnich – BA, BAHons, HOD, MA, BEd, PhD

Skool vir Besigheid en Sosiale Studies in Onderwys: Dr GP van Tonder – BCom, HED, BTechHons, MEd, PhD

Skool vir Wiskunde-, Wetenskap- en Tegnologie-onderwys: Dr NP Petersen – BScEd, BScHons, FDE, MPhil, PhD

Skool vir Wiskunde-, Wetenskap- en Tegnologie-onderwys: Dr MM Kloppers – BSc, HOD, BEdHons, MEd, PhD

Skool vir Psigososiale Onderwys: Dr N Shaikhnag – BCom, BEdHons, MEd, PhD

Skool vir Psigososiale Onderwys: Prof JA Rens – BA, HOD, BEdHons, MEd, PhD

Fakulteitadministrateurs

Mnr JJ Liebenberg (Senior)

Me I Kakula

Me AMC Cloete

Kwaliteitsbevorderingsadminstrateur

Dr I Venter (Waarnemend)

Fakulteitsrekenmeester

Me JM van Heerden

Fakulteitsraad

Die verkiesing van lede van die Fakulteitsraad is nog nie gefinaliseer nie en word slegs die kategorieë hieronder gelys.

Uitvoerende dekaan (Voorsitter)

Adjunkdekane

Direkteure van Navorsingsentiteite

Skooldirekteure

Adjunkskooldirekteure

Verkose verteenwoordigers vanuit die akademici

- *2 NNF gegradeerde navorsers;*
- *6 Professore;*
- *7 Medeprofessore;*
- *7 Senior lektore;*
- *7 Lektore en,*
- *6 Junior lektore*

Fakulteitsverteenwoordigers in die senaat

Fakulteitsadministrateur

Studente verteenwoordiger

Ex officio:

- *Fakulteitsadministrateurs*
- *Kwaliteitsbevorderingsadministrateur*
- *Fakulteitsrekenmeester*
- *Bibliotekaris*
- *Sekretariaat*

KONTAKBESONDERHEDE VAN DIE FAKULTEIT

Mafikeng

- *Telefoonnommer: 018 389 2214*
- *E-pos adres: MCEducation@nwu.ac.za*

Potchefstroom

- *Telefoonnommer: 018 299 1766*
- *E-pos adres: Edu-EnquiryPotch@nwu.ac.za*

Vaaldriehoek

- *Telefoonnommer: 016 910 3060*
- *E-pos adres: VTC-Education-Info@nwu.ac*

Fakulteit Webtuiste: *http://education.nwu.ac.za*

Kontakbesonderhede van die Eenheid vir Oop Afstandsleer

Die Eenheid vir Oop Afstandsleer aan die NWU, geleë in Potchefstroom, lewer namens die verskillende fakulteite verskeie afstandprogramme by 'n aantal leerondersteuningsentrums in Suider-Afrika af.

Telefoonnommer: 018 285 5900

E-posadres: DistancePotch@nwu.ac.za

Webtuiste: distance.nwu.ac.za/

SMS: Stuur 'n SMS aan 43366 NWU[Spasie]Studentenommer[Spasie]Vakkode[Spasie]en die vraag

SCHOOLS IN THE FACULTY / *SKOLE IN DIE FAKULTEIT*

School	Subject group
School of Mathematics, Science and Technology Education *Skool vir Wiskunde-, Wetenskap- en Tegnologie-onderwys*	• Natural Sciences Education *Natuurwetenskappe-onderwys* • Mathematics Education *Wiskunde-onderwys* • Technology Education *Tegnologie-onderwys* • Computer Science Education *Rekenaarwetenskap-onderwys* • Geography Education and Environmental Education *Geografie-onderwys en Omgewingsopvoeding*
School of Commerce and Social Studies in Education *Skool vir Besigheid en Sosiale Studies in Onderwys*	• Creative Arts in Education *Skeppende Kunste in Onderwys* • History for Education *Geskiedenisonderwys* • Economic Management Science Education *Ekonomiese en Bestuurswetenskaponderwys*
School of Professional Studies in Education *Skool vir Professionele studies in Onderwys*	• Curriculum Studies *Kurrikulumstudies* • Education Law *Onderwysreg* • Education Management and Leadership *Onderwysbestuur en -leierskap* • Comparative and International Education *Vergelykende en Internasionale Opvoedkunde*
School of Languages in Education *Skool vir Taalonderwys*	• English for Education *Engels vir Onderwys* • Afrikaans for Education *Afrikaans vir Onderwys* • Setswana and African Languages for Education *Setswana en Afrikatale vir Onderwys*
School of Psycho-social Education *Skool van Psigososiale Onderwys*	• Educational Psychology and Learner Support *Opvoedkunde Sielkunde en Leerderondersteuning* • Life Orientation *Lewensoriëntering* • Movement Education • *Bewegingsonderwys*

QUALIFICATIONS, PROGRAMMES AND CURRICULA / *KWALIFIKASIES, PROGRAMME EN KURRIKULUMS*

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education:

- Doctor of Philosophy (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons)
- Postgraduate Diploma in Education
- Postgraduate Certificate in Education
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching
- Advanced Diploma in Special Needs Education (ADE)
- Advanced Certificate in Teaching (ACT)

Die Universiteit is bevoeg om die volgende grade, sertifikate en diplomas wat in die Fakulteit Opvoedkunde aangebied word, toe te ken:

- *Doktorsgraad in Opvoedkunde (PhD)*
- *Meestersgraad in Opvoedkunde (MEd)*
- *Honneursgraad in Opvoedkunde (BEdHons)*
- *Nagraadse Diploma in Opvoedkunde*
- *Nagraadse Onderwyssertifikaat*
- *Graad in Opvoedkunde (BEd)*
- *Diploma in Graad R onderrig*
- *Gevorderde Diploma in Spesiale Behoefte-Onderrig (Op Engels: ADE)*
- *Gevorderde Sertifikaat in Onderrig (ACT)*

EDU.1 FACULTY RULES / FAKULTEITSREËLS

EDU.1.1 AUTHORITY OF THE GENERAL RULES / GESAG VAN DIE ALGEMENE AKADEMIESE REËLS

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 Academic Rules (A-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 these General Academic Rules.

The A-Rules are available on the webpage at: http://www.nwu.ac.za/content/policy_rules.

Each programme's structure, method of delivery and presentation are included in the respective programme documents, which are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the NWU and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Quality Committee (HEQC), the Department of Higher Education and Training (DoHET) and the South African Qualifications Authority (SAQA).

Die fakulteitsreëls, wat op die verskillende kwalifikasies, programme en kurrikulums van hierdie Fakulteit van toepassing is en in hierdie Fakulteitsjaarboek opgeneem is, is onderhewig aan die Algemene Akademiese Reëls (A-reëls) van die Universiteit, soos dit van tyd tot tyd deur die Raad van die Universiteit op aanbeveling van die Senaat vasgestel word, en moet dus met die Algemene Akademiese Reëls saam gelees word.

Die Algemene Akademiese Reëls is op die web beskikbaar by: http://www.nwu.ac.za/af/content/beleide-en-reels#areels.

Die struktuur, metode van aflewering en aanbiedingswyse van elke program is in die onderskeie programdokumente vervat wat onderhewig is aan die beleid wat deur die Institusionele Komitee vir Akademiese Standaarde (IKAS) van die NWU opgestel is en in ooreenstemming is met die vereistes van die Raad op Hoër Onderwys (RHO), die Hoëronderwyskwaliteitskomitee (HOKK), die Departement van Hoër Onderwys en Opleiding (DHOO) en die Suid-Afrikaanse Kwalifikasies-owerheid (SAKO).

EDU.1.2 FACULTY-SPECIFIC RULES

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

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

http://www.nwu.ac.za/content/policy_rules.

The **research policy** of the Faculty of Education is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally. The webpage for the Research entities of the Faculty of Education is: http://education.nwu.ac.za/.

*Die **onderrigbeleid** van die Fakulteit Opvoedkunde is saamgestel in ooreenstemming met die visie en missie van die Noordwes-Universiteit.*

Prosedures ten opsigte van kwaliteitversekering in die Fakulteit (die Onderrig, Leer en Assesseringsbeleid) is op die web beskikbaar by:

http://www.nwu.ac.za/af/content/beleide-en-reels.

*Die **navorsingsbeleid** van die Fakulteit Opvoedkunde is saamgestel in ooreenstemming met die visie en missie van die Noordwes-Universiteit. Ons prioriteite is die ontwikkeling van akademieskap, asook die handhawing van relevante, innoverende, toonaangewende en gefokusde navorsing om die uitdagings van die onderwys nasionaal en internasionaal aan te spreek. Die webblad van die Navorsingsentiteite, Fakulteit Opvoedkunde is: http://education.nwu.ac.za/af.*

EDU.1.2.1 Admission Requirements / *Toelatingsvereistes*

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council (http://www.nwu.ac.za/content/policy_rules). The NWU Admission Policy provides boundary admission conditions and rules in regard of the types of qualifications offered that are part of the officially approved PQM of the NWU and to which prospective students might seek admission.

Die toelatingsvereistes vir alle formele akademiese kwalifikasies wat deur die Universiteit aangebied word, is uiteengesit in die Toelatingsbeleid soos goedgekeur deur die Senaat en die Raad (http://www.nwu.ac.za/af/content/beleide-en-reels). Die NWU-toelatingsbeleid verskaf begrensde toelatingsvoorwaardes en reëls ten opsigte van die tipe kwalifikasies wat aangebied word, wat deel is van die amptelik goedgekeurde PKM van die NWU en waartoe voornemende studente toelating mag verkry.

EDU.1.2.2 **Method of Delivery / *Metode van Aflewering***

Definitions / *Definisies*	
Contact mode of delivery / *Kontakaflewering-modus*	The presentation of the composite modules of a qualification or programme at an NWU site of delivery. This involves attendance of lectures, tutorials, seminars, practicals, supervision, or other forms of required work on an NWU campus, in order to promote personal interaction between students and NWU academic staff. The student thus attends contact opportunities on one of the three campuses of the NWU. *Die aanbieding van die saamgestelde modules van 'n kwalifikasie of program by 'n NWU-leweringspunt. Dit behels die bywoning van lesings, tutoriale, seminare, praktiese sessies, studieleiding, of ander vorms van vereiste werk op 'n NWU-kampus ten einde persoonlike interaksie tussen studente en NWU- akademiese personeel te bevorder. Die student woon dus kontakgeleenthede op een van die drie kampusse van die NWU by.*
Distance mode of delivery / Afstandaflewering-modus	The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (see also Distance education) Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus. *Die afstandsleweringsmodus verwys na die aanbieding van die saamgestelde modules van 'n program aan studente wat nie klasse, tutoriale of praktiese sessies bywoon, of eksamens by een van die amptelike NWU-leweringspunte skryf nie. Die interaksie met die NWU se akademiese of ondersteuningspersoneel of NWU-aangestelde fasiliteerders/tutors en die aanbieding van saamgestelde modules van 'n program word oor 'n afstand met behulp van onderrigtegnologie, verskillende vorms van korrespondensie, of die internet onderneem. Die student kan die opsie hê om fasiliteringsgeleenthede by NWU-leerondersteuningsentrums by te woon. (Sien ook Afstandsonderrig.)*

	Eksplisiete DHOO en HOKK-goedkeuring van die afstandsleweringsmodus is nodig om 'n program so aan te bied.

EDU.1.2.3 **Annual Registration/ *Jaarlikse Registrasie***

Important note regarding the annual registration for studies

A-rule 1.10.1.1

Every returning student must register annually in their personal capacity, either by means of a paper-based or an electronic registration process, for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned

PGCE (contact): one year programme, not applicable.

ADT (distance): applicable and included in the yearbook.

Belangrike nota insake die jaarlikse registrasie vir studies

Algemene Akademiese Reël 1.10.1.1

PGCE (NGOS) (kontak)*: een-jaar program, nie van toepassing nie.*

ADT (GDO) (afstand)*: van toepassing, en by die jaarboek ingesluit.*

EDU.1.2.4 **Amendment, cancellation of discontinuation regarding registration of studies / *Wysiging, kansellasie of staking ten opsigte van registrasie van studies***

A-Rule 1.10.4.1: Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply in the prescribed manner and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration

Faculty process:

Contact students: Due date for amendments, cancellation and discontinuation of registration: For the BEd and PGCE students the system will be kept open until 2 weeks after the classes commence. For the second semester, BEd & PGCE students are still with WIL during this period and students are given at least one week after they return to campus

Distance students: Due date for amendments, cancellation and discontinuation of registration (distance students register for programmes and not for modules):

The last day for programme/module amendments and cancellation will be 15 February 2019 for the first semester and 15 August 2019 for the second

semester. In this case only a pro rata payment will be paid back to the student as study material had already been sent to students and there were administrative and postage fees.

If these dates are not met, the full tuition for the semester(s) is payable.

Should students cancel their studies, all bursaries and/or loans are repayable immediately

A-Reël 1.10.4.1: Onderworpe aan toepaslike Fakulteitsreëls asook die toepaslike bepalings aangaande betaalbare fooie, kan 'n student volgens die voorgeskrewe wyse aansoek doen binne die aangewese tydperk vir daardie doel soos aangedui op die jaarlikse universiteitkalender, om registrasie te wysig, te kanselleer of staak.

***Fakulteitsproses**:*

Kontakstudente: Doeldatum vir aanpassings, kansellasie of staking van registrasie – die stelsel sal oopgehou word vir die BEd en NGOS-studente, twee weke na klasse begin het. Gedurende die tweede semester, is BEd & NGOS studente steeds gedurende hierdie tydperk by WIL betrokke en studente word tyd gegun vir minstens een week nadat hulle na die kampus terugkeer.

Afstandstudente: Doeldatum vir aanpassings, kansellasie of staking van registrasie (afstandstudente registreer vir programme, nie vir modules nie) – die laaste dag vir program-/moduleaanpassings en kansellasies sal 15 Februarie 2019 gedurende die eerste semester wees en 15 Augustus 2019 gedurende die tweede semester. In hierdie geval sal 'n pro rata-betaling aan die student terugbetaal word, omdat studiemateriaal reeds aan studente gestuur is en daar reeds fooie vir administratiewe sake en pos aangegaan is.

Indien daar nie by hierdie datums gehou word nie, sal die volle klasgelde vir die semester(s) betaalbaar wees.

Indien studente hul studies kanselleer, sal alle beursgelde en/of lenings onmiddellik terugbetaal moet word.

EDU.1.2.5 Modules and Credits / *Modules en Krediete*

1) Subjects are presented according to modules, to which a certain number of credits are allocated.

   Vakke word aangebied aan die hand van modules waaraan 'n bepaalde kredietwaarde toegeken is.

2) Each module has a code and a descriptive name, e.g. ACCD 512 – Accounting Methodology.

   Elke module het 'n kode en 'n beskrywende naam, byvoorbeeld ACCD 512 – Rekeningkunde metodiek.

3) Each module has a certain weight, known as a credit.

Modules dra elkeen 'n bepaalde 'gewig' bekend as krediet.

4) Each module is to be passed individually.

Elke module moet afsonderlik geslaag word.

5) Programme-specific rules apply (according to the relevant yearbook).

Program-spesifieke reëls geld (pas toe volgens die betrokke jaarboek).

6) Mode of delivery-specific rules apply (according to the relevant yearbook).

Aflewerings-spesifieke reëls geld (pas toe volgens die betrokke jaarboek).

EDU.1.2.6 Additional Modules / Addisionele modules

An executive dean may grant a student who wishes to register for more additional modules than provided for in A-Rule 2.3.1 and 2.3.2 to register for additional modules subject to the limitations provided. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

'n Student wat vir meer addisionele modules as wat voorgeskryf word in A-reël 2.31 en 2.3.2 wil registreer, mag daarvoor aansoek doen by die uitvoerende dekaan onderhewig aan die beperkings voorgeskryf. Klasse moet bygewoon word en geen vrystelling van klasbywoning sal toegestaan word in geval van roosterbotsings nie.

EDU.1.2.7 Calculation of Participation Marks / *Berekening van Deelnamepunte*

The participation mark for a module is calculated from the marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme-, module- and mode of delivery-specific.

The ratio between theory and practical work for calculation of the participation mark for a module, is as explained in the relevant study guide.

Die deelnamepunt vir 'n module word bereken uit die punte behaal in toetse, werkstukke, praktiese en/of navorsingsopdragte. Berekening van deelnamepunte is program-, module- en afleweringspesifiek.

Die verhouding tussen teorie en praktiese werk vir die berekening van die deelnamepunt vir 'n module, is soos uiteengesit in die betrokke studiegids.

EDU.1.2.8 Admission to Examinations / *Toelating tot Eksamens*

Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module) as stipulated in A-Rule 1.13.2.

A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader.

The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this yearbook.

Toelating tot die eksamen in enige module vereis 'n deelnamebewys of 'n deelnamepunt (afhangende van die vereistes van die module) soos uiteengesit in A-Reël 1.13.2.

'n Deelnamebewys of 'n deelnamepunt wat toelating tot die eksamen toelaat, sal slegs uitgereik word sodra 'n student aan die vereistes van die betrokke module, tot bevrediging van die skooldirekteur in oorleg met die betrokke vakgroepvoorsitter/programleier, voldoen het. Die vereistes word in die studiegids vir die betrokke module en onder die module-uitkomste in hierdie jaarboek uiteengesit.

EDU.1.2.9 Subminimum for Examination / *Subminimum vir Eksamen*

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules (A-Rule 1.13.3).

Die subminimum vir eksamens in alle modules is 40% tensy daar voorsiening gemaak word vir 'n hoër subminimum in die fakulteitsreëls (A-Reël 1.13.3).

EDU.1.2.10 Examination Opportunities / *Eksamengeleenthede*

The examination opportunities and the relevant rules are determined in accordance with A-Rule 2.5.3.

Any student who has obtained the required proof of participation and/or participation mark, as prescribed, will be admitted to utilize the first and/or second examination opportunity for the module concerned.

Modules stipulated in the annual yearbook as continuous assessment are excluded from second examination opportunities (with reference to A-Rule 2.5.3.2)

According to A-Rule 1.13.6, a student who requires one more module in order to complete a qualification may apply to the dean in writing to grant a final assessment opportunity on condition that the student has registered for, been admitted to the module and has utilised one or both of the examination opportunities.

Die eksamengeleenthede en die toepaslike reëls word bepaal ooreenkomstig A-Reëls 2.5.3.

Enige student wat die vereiste deelnamebewys en/of deelnamepunt verwerf het, soos voorgeskryf, sal toegelaat word om die eerste en/of tweede eksamengeleentheid vir die betrokke module te gebruik.

Modules wat jaarliks in die jaarboek as deurlopende assessering aangedui word, word uitgesluit van tweede eksamengeleenthede (met verwysing na A-Reël 2.5.3.2)

Volgens A-Reël 1.13.6, mag 'n student wat nog een module benodig om 'n kwalifikasie te voltooi, skriftelik aansoek doen om 'n finale assesseringsgeleentheid op voorwaarde dat die student vir die module geregistreer was, tot die module toegelaat is en een of albei eksamengeleenthede gebruik het.

EDU.1.2.11 Pass Requirements / *Slaagvereistes*

The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant yearbook. The module mark required for a pass in a module in which examinations are written is 50% in accordance with A-Rule 1.13.3.2.

The subminimum for all examinations written is 40% (A-Rule 1.13.3.1), unless stated otherwise in the rules of specific programmes and curricula.

Adjustment of the module mark for a first Semester module in which an examination was written but not passed may be considered according to the stipulations of A-Rule 2.5.2.

A-Rule 2.6.2 stipulates the requirements for passing a module/curriculum/qualification with distinction. In order to qualify with distinction, the average obtained for the Core modules (specialisation subjects) and Education modules, is taken into account.

Any student who fails a module must repeat the module in order to obtain a new participation mark (according to A-Rule 1.13.3.5). Classes must be attended and no exemption from class attendance will be granted.

A pass is obtained for a curriculum once all the modules of the programme have been passed individually (A-Rule 2.6.1).

Die modulepunt word bereken volgens die verhouding tussen die deelnamepunt en die eksamenpunt soos uiteengesit onder die module-uitkomste in die betrokke jaarboek. Die modulepunt wat vereis word vir 'n slaagpunt in 'n module waarin eksamen geskryf word, is 50% in ooreenstemming met A-Reël 1.13.3.2.

Die subminimum vir alle eksamens geskryf is 40% (A-Reël 1.13.3.1), tensy anders vermeld in die reëls van spesifieke programme en kurrikulums.

Aanpassing van die modulepunt vir 'n eerste semester module waarin 'n eksamen geskryf is maar nie geslaag is nie, mag oorweeg word ooreenkomstig die bepalings van A-Reël 2.5.2.

A-Reël 2.6.2 bepaal die vereistes vir die slaag van 'n module / kurrikulum / kwalifikasie met lof. Ten einde met lof te kwalifiseer, word die gemiddelde van die Kernmodules (spesialiseringsvakke) en Opvoedkundemodules in berekening gebring.

Enige student wat 'n module druip, moet die module herhaal om 'n nuwe deelnamepunt te verwerf (volgens A-Reël 1.13.3.5). Klasse moet bygewoon word en geen vrystelling van klasbywoning sal toegestaan word nie.

'n Slaag word verwerf vir 'n kurrikulum sodra al die modules van die program afsonderlik geslaag is (A-Reël 2.6.1).

EDU.1.2.12 Progression Requirements / *Vorderingsvereistes*

The stipulations in A-Rules 1.16 and all the subparagraphs apply.

Where a certain module is set to be assumed learning for a module in another semester or year level (refer to Prerequisites in EDU 1.7 List of Modules), a participation mark of at least 40%, and in some instances a module mark of at least 50%, should be obtained before the student can register for the successive module (A-Rule 1.8).

Die bepalings in A-Reëls 1.16 en al die subparagrawe is van toepassing.

Waar 'n bepaalde module gestel word as veronderstelde leer vir 'n module op 'n ander semester of jaarvlak (verwys na Voorvereistes in EDU 1.7 Modulelys), moet 'n deelnamepunt van minstens 40% en in sommige gevalle 'n modulepunt van minstens 50 %, behaal word voordat die student vir die opeenvolgende module (A-Reël 1.8) kan registreer.

EDU.1.2.13 Repetition of Modules / *Herhaling van Modules*

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with A-Rules 1.13.3.5 and 2.3.4.

Indien 'n student 'n eksamen in 'n spesifieke module druip, moet hy/sy die module herhaal ooreenkomstig A-Reëls 1.13.3.5 en 2.3.4.

EDU.1.2.14 Access to Marked Examination Work (A-rule 1.13.7) / *Toegang tot Gemerkte Eksamenwerk (A-Reël1.13.7)*

A contact student may apply within time frame stipulated in A-rule 1.13.7.3, namely five working days after the module examination results have been published in the case of the first examination and within two working days in the case of the second examination opportunity) to the school director to view the examination scripts and the memorandum in the presence of the lecturer and the subject chairperson concerned

'n Kontakstudent mag binne die tydsraamwerk soos in A-reël 1.13.7.3 uiteengesit is, naamlik vyf werksdae na die module se eksamenresultate vrygestel is, in die geval van die eerste eksamen, en binne twee werksdae in die geval van die tweede eksamengeleentheid, 'n aansoek indien by die skooldirekteur om die gemerkte eksamenvraestel en die memoranda in die teenwoordigheid van die lektor en die relevante vakvoorsitter, te sien.

EDU.1.2.15 Monitoring of academic performance / *Kontrolering van Akademiese Prestasie*

In accordance with A-Rules 1.15.1 – 1.15.3, a student who achieves less than half the credits required for the programme concerned as prescribed in the faculty rules concerned for the mode of delivery (contact or distance) and attendance mode (full-time or part-time), is deemed not to have made

satisfactory academic progress. A student whose academic performance is deemed unsatisfactory may be issued with a written warning by the executive dean concerned.

In ooreenstemming met A-Reëls 1.15.1 – 1.15.3, word 'n student geag om onbevredigende akademiese vordering te hê, indien hy/sy minder as die helfte van die krediete wat vir die betrokke program vereis word, soos voorgeskryf in die betrokke fakulteitsreëls vir die metode van aflewering (kontak of afstand) en bywoningsmodus (voltyds of deeltyds) behaal. 'n Student wie se akademiese prestasie as onbevredigend geag word, kan 'n skriftelike waarskuwing vanaf die betrokke uitvoerende dekaan ontvang.

EDU.1.2.16 **Extension of period of study / *Verlenging van studietydperk***

Refer to A-rule 1.17

The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period in accordance with the provisions of the applicable faculty rules following an application submitted before the end of the penultimate academic year by a student who does not expect to complete a programme within the maximum duration allowed for the study

A-Reël 1.17 verwys.

Die Uitvoerende Dekaan vir wie dit aangaan, kan volgens die relevante akademiese direkteur se aanbeveling 'n student se studietydperk verleng, in ooreenstemming met die bepalings van die toepaslike Fakulteitsreëls, nadat 'n aansoek voor die einde van die student se laaste akademiese jaar ingedien is en daar nie verwag word dat die student 'n program binne die maksimum toegelate tydperk vir die studie sal kan voltooi nie.

EDU.1.2.17 Termination of Studies / *Terminering van Studies*

A student's studies may be terminated in accordance with the stipulations of A-Rule 1.18. In accordance with A-Rule 1.18.4, a student whose studies have been terminated may, in accordance with the applicable faculty rules, apply for admission to another study programme, but must in the course of the application mention the termination.

'n Student se studie kan beëindig word ooreenkomstig die bepalings van A-Reël 1.18. In ooreenstemming met A-Reël 1.18.4, mag 'n student wie se studie beëindig is, ooreenkomstig die toepaslike fakulteitsreëls, aansoek doen vir toelating tot 'n ander studieprogram, maar moet in die loop van die aansoek die beëindiging vermeld.

EDU.1.3 WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

http://www.nwu.ac.za/content/policy_rules

Werkstukke is individuele take en nie groepsaktiwiteite nie (tensy dit uitdruklik aangedui word as 'n groepsaktiwiteit). Vir meer besonderhede gaan na:

http://www.nwu.ac.za/af/content/beleide-en-reels

EDU.1.4 CAPACITY STIPULATION

Please take cognizance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses. (A- Rule 1.5.2.)

Neem asseblief kennis dat die Universiteit as gevolg van spesifieke kapasiteitsbepalings hom die reg voorbehou om kandidate vir toelating tot bepaalde studierigtings te keur. Dit beteken dat voornemende studente wat aan die minimum toelatingsvereistes voldoen, nie noodwendig tot die betrokke kursus toegelaat sal word nie. (A-Reël 1.5.2.)

EDU.1.5 RECOGNITION OF PRIOR LEARNING / *ERKENNING VAN VORIGE LEER*

Refer to A-Rules 1.6 and 1.7.

The faculty subscribes to the view that RPL constitutes an essential element of the transformation of access and admissions policies at higher education institutions in South Africa. The transformation of access and admissions policies is intended to increase participation and to broaden access to higher education in order to produce graduates with the skills and competencies necessary to meet the human resource needs of the country.

The following types of RPL are identified, namely:

(1) RPL for access: The establishment of a suitable level of study and/or experience aimed at admission to a qualification, for a candidate who does not qualify for admission into that qualification via the official admission requirements of the NWU.

(2) RPL for advanced standing: The exemption from a certain level of a course of study or programme on the basis of the candidate's experience/learning acquired. A portfolio and/or assessment may be used to consider the candidate for RPL. This RPL is regarding the exemption of certain levels of study. (Advanced standing - based on the previous experience and/or knowledge acquired, the applicant may be accepted for example for the second year.)

(3) RPL for credit accumulation and transfer (CAT): The awarding of credits for modules or courses as part of learning programmes/qualifications. The outcomes of successfully completed modules must be compared and found to be similar/equivalent to the outcomes of the corresponding modules offered at the faculty as requested for RPL. The completed outcomes must also comply with the relevant SAQA level descriptors.

A designated RPL officer is appointed in the office of the deputy dean at each of the three sites of delivery to steer and oversee the RPL process for both contact and distance students.

A processes for each of the types of RPL as well as forms and guidelines to compile a portfolio are available and will be included in the Quality manual of the faculty, after approval by faculty board.

Verwys na A-Reëls 1.6 en 1.7

Die Fakulteit ondersteun die siening dat erkenning van vorige leer (EVL) 'n integrale element is van die transformasie van toegang- en toelatingsbeleid by hoëronderwysinstellings in Suid-Afrika. Die transformasie van toegang- en toelatingsbeleid het ten doel om deelname te verhoog en om toegang tot hoër onderwys te verbreed om sodoende graduandi te lewer met die vereiste vaardighede en bevoegdhede om aan die nodige menslike hulpbronne van die land te voldoen.

Die volgende tipes EVL is geïdentifiseer:

***(1) EVL vir toegang**: Die daarstel van 'n toepaslike studie- en/of ondervindingsvlak wat gemik is op toegang tot 'n kwalifikasie vir 'n kandidaat wat nie kwalifiseer vir toegang tot die spesifieke kwalifikasie nie as gevolg van NWU se amptelike toegangsvereistes.*

***(2) EVL vir gevorderde status:** Vrystelling van 'n sekere vlak van 'n kursus of program op die basis van die kandidaat se ondervinding/opleiding. 'n Portefeulje en/of assessering kan gebruik word om die kandidaat vir EVL te oorweeg. Hierdie EVL handel oor vrystelling van sekere studievlakke. (Gevorderde status – gebaseer op vorige ondervinding en/of kennis, kan byvoorbeeld beteken dat die aansoeker vir die tweede jaar aanvaar word.)*

***(3) EVL vir kredietakkumulasie en -oordrag (KAO):** Toekenning van krediete vir modules of kursusse as deel van opleidingsprogramme/-kwalifikasies. Die uitkomste van modules wat suksesvol voltooi is, moet vergelyk en eenders/ekwivalent gevind word aan die uitkomste van die ooreenstemmende modules wat deur die Fakulteit voorsien word soos vereis vir EVL. Die voltooide uitkomste moet ook voldoen aan die toepaslike SAKO-vlakbeskrywings.*

'n Aangewese EVL-beampte word in die Adjunkdekaan se kantoor aangestel by elk van die drie kampusse om toesig te hou oor die EVL-proses vir beide kontak- en afstandstudente.

Daar is 'n proses asook vorms en riglyne om 'n portefeulje saam te stel beskikbaar vir elke tipe EVL, en sal by die Fakulteit se kwaliteitshandleiding ingesluit word na goedkeuring deur die Fakulteitsraad.

EDU.1.6 QUALIFICATION, PROGRAMME AND CURRICULUM / KWALIFIKASIE, PROGRAM EN KURRIKULUM

POSTGRADUATE CERTIFICATE IN SENIOR AND FET TEACHING (PGCE (SR & FET Teaching)) /

NAGRAADSE SERTIFIKAATIN SENIOR EN VOO ONDERWYS (NGOS (SEN & VOO Fase))

QUALIFICATION / *KWALIFIKASIE*	**PROGRAMME AND CODE / *PROGRAM EN KODE***	**CURRICULUM AND CODE / *KURIKULUM EN KODE***	**MODE OF DELIVERY / *METODE VAN AFLEWERING***	**NQF – LEVEL / *NKR - VLAK***
Post graduate Certificate in Education / *Nagraadse Onderwys sertifikaat*	Senior phase and Further Education and Training Teaching (Grade 7-12) / *Senior en Verder Onderwys en Opleiding fase (Graad 7-12)* Distance / *Afstand*: 4DD G01 1 Contact / *Kontak:* 4DC G01 1	O100M (Mafikeng) O100P (Potchefstroom) O100V (Vaal)	FULL-TIME / VOLTYDS DISTANCE / AFSTAND	7

EDU.2 WHAT IS OPEN DISTANCE LEARNING (ODL)? / *WAT IS OOP-AFSTANDSLEER (OAL)?*

Open distance learning refers to a delivery mode focusing on enhanced accessibility to education and training, limiting or eliminating barriers such as time, place and pace of learning. The NWU promotes open distance learning by allowing students to register for the modules of a programme either in January or in June, offering technology-mediated instruction and examination opportunities at various learning support centres nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to specific admission requirements as determined by the Institutional Admissions Requirements Committee, fixed dates for the commencement of academic programmes, a minimum and maximum duration for the completion of their studies, and specific scheduled assessment opportunities. (Appendix to the General Academic Rules (A-Rules) of the NWU: Glossary of Teaching Learning-related concepts and designations)

Oop afstandsleer verwys na 'n afleweringsmodus wat op beter toeganklikheid tot onderwys en opleiding fokus en struikelblokke soos tyd, plek en tempo van leer beperk of uitskakel. Die NWU bevorder oop afstandsleer deur studente toe te laat om óf in Januarie óf in Junie vir die modules van 'n program te registreer, nasionaal en internasionaal tegnologie-gesteunde onderrig en eksamengeleenthede by verskillende leerondersteuningsentrums aan te bied, en studente-ondersteuning te verskaf om die studente se leerervaring te verbeter. Studente wat oor 'n afstand studeer, is steeds aan spesifieke toelatingsvereistes soos deur die Institusionele Toelatingsvereisteskomitee bepaal word, vaste datums vir die aanvang van akademiese programme, 'n minimum en maksimum duur vir die voltooiing van hulle studie, en spesifieke geskeduleerde assesseringsgeleenthede onderhewig. (Bylae tot die Algemene Akademiese Reëls van die NWU: Woordelys van Onderrig-Leer-verwante begrippe en benamings).

EDU.2.1 UNIT FOR OPEN DISTANCE LEARNING (UODL) / *EENHEID VIR OOP-AFSTANDSLEER (EOAL)*

The Unit for Open Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties at a number of learning support centres in southern Africa.

Die Eenheid vir Oop Afstandsleer aan die NWU, geleë in Potchefstroom, lewer namens die verskillende fakulteite verskeie afstandprogramme by 'n aantal leerondersteuningsentrums in Suider-Afrika.

EDU.2.2 CONTACT DETAILS / KONTAKBESONDERHEDE:

Tel: +27 18 285 5900

Fax/*Faks*: +27 87 234 4957

Website/*Webwerf*: distance.nwu.ac.za/

Email/ *E-pos*: DistancePotch@nwu.ac.za

SMS: Send an SMS to **43366 NWU**[Space]**Student number**[Space]**Subject code**[Space] **and the question**

SMS:** Stuur 'n SMS aan **43366
***NWU[spasie]Studentenommer[spasie]vakkode[spasie] en die vraag**.*

Adress all written correspondence to: / *Rig alle skriftelike korrespondensie aan:*

Academic matters/ *Akademiese aangeleenthede:*

The Academic Manager: UODL / *Die Akademiese Bestuurder: EOAL*

North-West University / *Noordwes-Universiteit*

Potchefstroom

Private Bag X6001 / *Privaatsak X6001*

Potchefstroom

2520

South Africa / *Suid-Afrika*

Administrative matters/ *Administratiewe aangeleenthede:*

The Unit for Open Distance Learning (UODL) / *Die Eenheid vir Oop-afstandsleer (EOAL*)

Building B11A / *Gebou B11A*

North-West University / *Noordwes-Universiteit*

Private Bag X6001 / *Privaatsak X6001*

Internal Box 539 / *Interne Bussie 539*

Potchefstroom

2520

EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING ODL STUDIES /SAKE RAKENDE OAL-STUDIES WAARVAN KENNIS GENEEM MOET WORD

Students need to note the following matters, and are referred to the applicable yearbook:

i. Some qualifications delivered in the distance mode allow students to register twice a year for studies.
ii. Each programme has a minimum and a maximum study duration for completing the programme.
iii. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity (first and/or second opportunities) should the student qualify to write examination.
iv. Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. in June/July), they can write the failed module during the next examination opportunity (e.g. in October/November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.

v. Contact classes are mainly presented by means of interactive white boards at the learning support centres in southern Africa, supported by facilitators. Lecturers can also be contacted via email if the students have access to the internet. All modules presented by means of interactive white boards are stored on the internet for students to access at a later stage.

vi. Students are supported by means of a call centre, social media (Facebook) and contact with lecturers and facilitators.

vii. Examinations are written at several examination centres throughout southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the campus in Potchefstroom, where the Unit for Open Distance Learning is situated.

viii. **Unsatisfactory academic performance:** A student whose academic performance is found to be unsatisfactory will receive a formal written warning from the relevant director. If subsequent progress is still not satisfactory, the student may be dealt with in terms of A-Rule 1.18 and sub-paragraphs.

ix. **Termination of studies of ODL students:** The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of Academic Rule 1.18.

Only in exceptional cases and then on the grounds of irrefutable evidence will the Executive Director: UODL and the Executive Dean of the Faculty of Education consider a request for continuation of studies from a student whose studies have been terminated. Should such an application be successful, the student will be afforded only one examination opportunity to complete all outstanding modules.

Studente moet op die volgende sake let, en word na die toepaslike jaarboek verwys:

i. Sommige kwalifikasies wat in die afstandsmodus gelewer word, laat studente toe om twee keer per jaar vir studies te registreer.

ii. Elke program het 'n minimum en 'n maksimum studieduur om die program te voltooi.

iii. Studente het 'n aantal assesseringsgeleenthede (eksamens) tydens 'n studietydperk en alle modules kan by elke assesseringsgeleentheid geskryf word (eerste en/of tweede eksamengeleenthede) sou die student kwalifiseer om eksamen te skryf.

iv. Studente het nie 'n tweede eksamengeleentheid direk na die eerste poging nie. Indien hulle die eerste poging druip (byvoorbeeld in Junie), kan hulle die betrokke module tydens die volgende eksamengeleentheid (byvoorbeeld in November) skryf. 'n Geldige

deelnamepunt sal aan die student toegang tot twee eksamengeleenthede gee, waarna die student 'n nuwe deelnamepunt moet verwerf.

v. *Kontakklasse word hoofsaaklik met die ondersteuning van fasiliteerders deur middel van interaktiewe witborde by die leerondersteuningsentrums in Suider-Afrika aangebied. Dosente kan ook per e-pos gekontak word indien die studente toegang tot die internet het. Alle modules wat deur middel van interaktiewe witborde aangebied word, word op die internet gestoor vir studente om later te gebruik.*

vi. *Studente word deur middel van 'n inbelsentrum, sosiale media (Facebook) en kontak met dosente en fasiliteerders ondersteun.*

vii. *Eksamens word by verskillende eksamen sentrums regoor Suider-Afrika geskryf, maar die NWU kan studente versoek om 'n spesifieke module (byvoorbeeld Rekenaarwetenskap) op die kampus in Potchefstroom, waar die Eenheid vir Oop Afstandsleer geleë is, te skryf.*

viii. ***Onbevredigende akademiese prestasie:*** *'n Student wie se akademiese prestasie nie bevredigend is nie, sal 'n formele, skriftelike waarskuwing van die betrokke direkteur ontvang. Indien vordering daarna nie bevredigend is nie, kan daar ingevolge Algemene Akademiese Reël 1.18 en subparagrawe teen die student opgetree word.*

ix. ***Beëindiging van OAL-studente se studies****: Die minimum en maksimum studieduur van die onderskeie kwalifikasies word in die jaarboek en in die inligtingsboekies vir hierdie kwalifikasies aangedui. Een jaar voordat die maksimum studieduur oorskry word en 'n student se studie finaal beëindig word, sal so 'n student 'n waarskuwingsbrief ontvang om hom/haar in kennis te stel van die twee finale eksamengeleenthede om alle uitstaande modules te slaag. Indien so 'n student na hierdie eksamengeleenthede steeds uitstaande modules het, moet so 'n student se studie ingevolge Akademiese Reël 1.18 beëindig word.*

Slegs in buitengewone gevalle en dan op grond van onweerlegbare bewyse sal die Uitvoerende Direkteur: EOAL en die Uitvoerende Dekaan van die Fakulteit Opvoedkunde 'n versoek oorweeg van 'n student wie se studie beëindig is om sy/haar studie voort te sit. Indien so 'n aansoek slaag, sal die student slegs een eksamengeleentheid gegee word om alle uitstaande modules te voltooi.

EDU.3 RULES FOR THE QUALIFICATION POSTGRADUATE CERTIFICATE IN EDUCATION / *REËLS VIR DIE KWALIFIKASIE NAGRAADSE ONDERWYS SERTIFIKAAT*

EDU.3.1 PURPOSE AND RATIONALE OF THE QUALIFICATION / *DOEL EN RASIONAAL VAN DIE KWALIFIKASIE*

The PGCE programme in the Faculty of Education of the North-West University prepares student teachers to become competent professional educators in a variety of educational and training careers. The overarching goal of the educational experience in this particular programme is to provide all our students with the knowledge, skills and attitudes to live and work in a globally interdependent world and with the support services to help them succeed. This requires a conscious, purposeful, sustained and social-constructivist focus on the actual learning of students that may take place because of their interactions in specific study-related groups. For this reason, this academic programme also seeks to foster inclusivity and to develop a sense of personal and social responsibility and ethical conduct in and among our students by encouraging involvement in environmental affairs, as well as in community and public service. It endeavours to offer and cultivate a teaching-learning environment that is hospitable to diverse socio-conventional and linguistic interests and activities.

The purpose of the PGCE is to offer a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degrees or any equivalent qualification. The PGCE provides qualifiers with a classroom focus that will enable them to fulfil all the contextual roles and competencies of an effective/efficient educator in the senior and FET Phase (grade 7 to grade 12) in diverse educational settings.

The programme equips and empowers prospective educators in the Senior and FET phases to:

- Develop and demonstrate a deep knowledge and understanding of education theory and practice.
- Integrate education theory and practice as applied competence.
- Demonstrate and implement the subject specific pedagogical competencies of the Senior and FET educator that embrace teaching, learning and assessment in practice.
- Develop and demonstrate knowledge, skills, attitudes and values to become responsible, independent and contributing scholars of the professional educational community in a diverse and changing national and international context.
- Develop and demonstrate critical, creative and reflective problem solving skills within educational and societal context.

A completed Postgraduate Certificate may be presented for entry into a cognate Postgraduate Diploma in Education.

Bachelor degree graduates, who have completed a Postgraduate Certificate as an initial professional teaching qualification, may also proceed to a BEd Honours degree.

Die NGOS program in die Fakulteit Opvoedkunde van die Noordwes Universiteit berei professionele onderwyser-opleiers voor vir leierskap in 'n verskeidenheid van loopbane in opvoedkunde en opleiding. Die oorkoepelende doelwit van die opvoedkundige ondervinding in hierdie spesifieke program is om al ons studente met die kennis, vaardighede en gesindhede te voorsien om in 'n globale, interafhanklike wêreld te lewe en te werk en met die ondersteunende dienste om hulle te help om daarin te slaag. Dit vereis 'n bewuste, doelgerigte, volhoubare en sosiaal-konstruktiewe fokus op die aktuele geleerdheid van studente wat mag plaasvind as gevolg van hulle interaksies in spesifieke studieverwante groepe. Om hierdie rede streef hierdie akademiese program ook daarna om inklusiwiteit te koester en om 'n bewustheid van persoonlike en sosiale verantwoordelikheid en etiese gedrag in en tussen ons studente te ontwikkel deur betrokkenheid in omgewingsake aan te moedig asook in die gemeenskap en openbare diens. Dit beywer hom daarvoor om 'n onderrig-geleerdheid-omgewing aan te bied en te kultiveer wat ontvanklik is vir diverse sosio-konvensionele en taalkundige belange en aktiwiteite.

Die doel van die NGOS is om 'n professionele "graadverlening" kwalifikasie aan te bied vir kandidate wat 'n toepaslike 360 of 480 krediet Baccalaureus-graad of enige gelykstaande kwalifikasie voltooi het. Die NGOS voorsien kwalifiseerders van 'n klaskamer-fokus wat hulle in staat sal stel om alle kontekstuele rolle en bevoegdhede van 'n effektiewe/bekwame opvoedkundige in die Senior- en die VOO-fase (graad 7 tot graad 12), in diverse skoolomgewings te vervul.

Die oogmerk van die program is om voornemende opvoedkundiges in die Senior en VOO fases toe te rus en te bemagtig om:

- *'n Grondige kennis en begrip van onderwysteorie en-praktyk te ontwikkel en te demonstreer.*
- *Onderwysteorie en -praktyk te integreer as toegepaste bevoegdheid.*
- *Die vak-spesifieke pedagogiese bevoegdhede van die Senior en VOO opvoedkundige wat onderwys, aanleer en assessering in die praktyk insluit, te demonstreer en te implementeer.*
- *Kennis, vaardighede, gesindhede en waardes te ontwikkel en te demonstreer, om sodoende verantwoordelike, onafhanklike en bydraende geleerdes van die professionele opvoedkundige gemeenskap in 'n diverse en veranderende nasionale en internasionale konteks te word.*
- *Kritiese, kreatiewe en reflektiewe probleem oplossingsvaardighede binne die opvoedkundige en sosiale konteks te ontwikkel en te demonstreer.*

Hierdie kwalifikasie sal die houer daarvan toegang verleen tot 'n BEd Honneursgraad of tot 'n Nagraadse Diploma in Onderwys.

EDU.3.1.1 Duration (minimum and maximum duration) / *Duur van kursus (minimum en maksimum duur)*

Full-time studies: The minimum duration of study is one year and the maximum duration is two years.
Distance studies: The minimum duration of study is one year and the maximum duration is three years.

Voltydse studies: *Die minimum duur van studie is een jaar en die maksimum duur is twee jaar.*
Afstand studies: *Die minimum duur van studie is een jaar en die maksimum duur is drie jaar.*

EDU.3.1.2 **Admission requirements for the qualification / *Toelatingsvereistes vir die kwalifikasie***

General admission requirements / *Algemene toelatingsvereistes*

- An undergraduate university degree with two recognised school subjects or a relevant qualification of 360 credits at NQF level 6 and that includes at least two recognised school subjects.[1]

  'n Eerste universiteitsgraad met twee erkende skoolvakke[2] of 'n erkende kwalifikasie wat in totaal uit 360 krediete bestaan, en wat eindig op NKR-vlak 6 en minstens twee skoolvakke insluit.

- Students must also be able to take two methodology subjects in order to obtain the qualification. The curriculum for the qualification is structured as follows:
  - a recognised school subject at level 3 +
  - a recognised school subject at level 2

  Studente moet ook twee metodologie vakke kan neem om die kwalifikasie te verwerf. Die kurrikulum vir die kwalifikasie is soos volg gestruktureer:
  - *'n erkende skoolvak op vlak 3 +*
  - *'n erkende skoolvak op vlak 2*

- In the event of a choice between methodologies for academic subjects already obtained for a prior qualification, a student must select from these the two subjects that were obtained at the highest level.

  In die geval van 'n keuse tussen metodiek van akademiese vakke reeds geslaag vir 'n vorige kwalifikasie moet die student die twee neem waarin hy/sy die hoogste gekwalifiseer is.

Specific requirements / *Spesifieke vereistes*

a) After the completion of the PGCE a student has to have one of the following combinations of subject specialisations:

- Two FET subjects and two SP subjects

(Example: Life Sciences (FET), Mathematics (FET), Natural Sciences (SP) and Mathematics (SP).)

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1 A recognised school subject is one included in the Department of Basic Education's official list of school subjects

2 *'n Erkende skoolvak is 'n vak wat in die amptelike lys van skoolvakke van die Departement van Basiese Onderwys opgeneem is.*

- **Two FET subjects and one SP subject with Curriculum-based Assessment Adaptions or Managing barriers to learning**

  (Example: Economics (FET), Business Studies (FET), Economic and Management Sciences (SP) and Managing barriers to learning.)

  Na afloop van die NGOS moet 'n student een van die volgende kombinasies van vak spesialisasies hê:

  - Twee VOO vakke en twee SP vakke

  (Voorbeeld: Lewenswetenskappe (VOO), Wiskunde (VOO), Natuurwetenskappe (SP) en Wiskunde (SP).)

  - Twee VOO-vakke en een SP vak met Kurrikulumgebaseerde assesseringsaanpassings of Bestuur van Hindernisse tot leer

  (Voorbeeld: Ekonomie (VOO), Besigheidstudies (VOO), Ekonomiese en Bestuurswetenskappe (SP) en Bestuur van hindernisse tot leer.)

b) Basic computer literacy.
Basiese rekenaargeletterdheid.

c) Access to internet.
Toegang tot die internet.

d) It is compulsory for full-time students to attend all contact sessions.
Dit is verpligtend vir alle voltydse studente om alle kontaksessies by te woon.

EDU.3.1.3 Language competency / *Taalbevoegdheid*

According to the minimum requirements set by die DHET, all students must obtain at least two language endorsements.

Volgens die minimum vereistes van die DvHOO moet alle studente ten minste twee taal endossemente verwerf.

EDU.3.1.3.1 LoLT (Language of Learning and Teaching – Compulsory [Non-credit bearing]) / (*Taal van onderrig en Leer – verpligtend [nie-krediet draend]*)

a) As the Language of Learning and Teaching (LoLT) in South-African Secondary Schools, is presently either Afrikaans or English, the student must obtain either Afrikaans and/or English as LoLT.

Aangesien die taal van onderrig en leer in Suid Afrikaanse hoërskole tans Afrikaans of Engels is, moet die student Afrikaans en/of Engels as LoLT verwerf.

b) If the PGCE student passes ENTL 521, he/she will be endorsed with English as LoLT. If the student also wishes to be endorsed with Afrikaans as LoLT, he/she must register for AFTB 521.

Indien die NGOS student ENTL 521 slaag, sal hy / sy met Engels as LoLT geëndosseer word. Indien die student ook met Afrikaans as LoLT geëndosseer wil word, moet hy / sy vir AFTB 521 registreer.

EDU.3.1.3.2 LoCC (Language of Conversational competence - Compulsory [non-credit bearing]) / (Taal van gespreksvaardigheid – verpligtend [nie-krediet draend])

All students must be proficient (i.e. sufficient for purposes of ordinary conversation) in at least one other official language. Afrikaans or English home language speaking students, must enrol for Communication in Setswana (SECF 521) for Mafikeng and Potchefstroom campuses, as well as distance students and Communication in Sesotho (SOCF 521) for Vaal Triangle campus. If the student's home language is an African Language, he/she must enrol for Kommunikasie in Afrikaans (AFCL 121).

Alle studente moet vaardig wees (d.w.s. voldoende vir gewone doeleindes) in ten minste een ander amptelike taal. Afrikaans of Engels huistaalsprekende studente, moet vir Kommunikasie in Setswana (SECF 521) inskryf op die Mafikeng en Potchefstroom kampusse, asook afstand studente en vir Kommunikasie in Sesotho (SOCF 521) op die Vaaldriehoek kampus. Indien die student se huistaal 'n Afrikataal is, moet hy / sy vir Kommunikasie in Afrikaans inskryf (AFCL 121).

EDU.3.1.4 **Work Integrated Learning /** ***Werkgeïntegreerde Leer (WIL)***

All students must do an eight weeks of Work Integrated Learning in their year of study at an approved school of their choice. It is compulsory for PGCE students to do their WIL in the senior & FET phase (Gr 7-12).

WIL involves additional financial costs that must be borne by the students. These costs are not included in the tuition fees.

Alle studente moet agt weke per jaar van Werkgeïntegreerde Leer by 'n goedgekeurde skool van hul keuse doen. Dit is verpligtend vir NGOS studente om hul WIL in die senior & VOO fase te doen (Gr 8-12).

WIL behels addisionele finansiële koste wat deur die studente gedra moet word. Hierdie koste word nie ingesluit by die klasgeld nie.

EDU.3.1.5 **Language Policy in the Faculty of Education (Programme Specific) /** ***Taalbeleid in die Fakulteit Opvoedkunde (Programspesifiek)***

The Language Policy of the NWU is available at the following web address: http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.5_Language_e.pdf.

The languages of tuition in the **PGCE** programme will be campus specific. Mafikeng campus: contact sessions are mainly offered in English. Other languages will be accommodated where possible. Potchefstroom campus: contact sessions are mainly offered in Afrikaans. However, simultaneous interpreting from Afrikaans to English, respectively, is offered in specific modules. Vaal Triangle campus: contact sessions are mainly offered in English. Other languages will be accommodated where possible.

Die Taalbeleid van die NWU is by die volgende webadres beskikbaar: http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/2P-2.5_Language_a.pdf.

Die onderrigtale in die NGOS program sal kampus spesifiek wees. Mafikengkampus: kontaksessies word hoofsaaklik in Engels aangebied. Ander tale sal waar moontlik geakkommodeer word. Potchefstroomkampus: kontaksessies word hoofsaaklik in Afrikaans aangebied. Gelyktydige tolking van Afrikaans na Engels word egter in spesifieke modules aangebied. Vaaldriehoekkampus: kontaksessies word hoofsaaklik in Engels aangebied. Ander tale sal waar moontlik geakkommodeer word.

EDU.3.1.6 Articulation Possibilities and Exit Level Marks / *Artikulasiemoontlikhede en Uittreepunt*

Students in this programme can articulate horizontally to the ADE qualification, for students who want to specialize in other disciplines. A vertical articulation is also possible to BEd Honours.

Studente in hierdie program kan horisontaal artikuleer na die ADE kwalifikasie, vir studente wat in ander dissiplines wil spesialiseer. 'n Vertikale artikulasie is ook moontlik na BEd Honneurs.

EDU.3.2 LIST OF MODULES

All methodologies are not offered on all NWU campuses. The following letters indicates at which campus it is offered / *Alle metodieke word nie op al die NWU kampusse aangebied nie. Die volgende letters dui aan by watter kampus dit aangebied word.*

Distance = D / Afstand = A
Mafikeng = M
Potchefstroom = P
Vaal Triangle = V

Module code / *Modulekode*	**Descriptive name / *Beskrywende naam***		**Prerequisites / *Voorvereistes***	**Credits / *Krediete***
ACCD 512	Accounting Methodology (D, M, P, V)	*Rekeningkunde-metodiek (A, M, P, V)*	Accounting level 2 / Rekeningkunde vlak 2	12
AFCL 121[3]	Language of Conversational Competence: Afrikaans (D, M, P, V)	*Afrikaans: Basiese Gesprekskommunikasie (A, M, P, V)*	Compulsory for African language speaking students / *Verpligtend vir Afrika taal sprekende studente.*	8
AFRD 512	Afrikaansmetodiek (D, P, V)	*Afrikaansmetodiek (A, P, V)*	Afrikaans level 3 / *Afrikaans vlak 3*	12
AFRD 522	Afrikaansmetodiek (D, P, V)	*Afrikaansmetodiek (A, P, V)*		12
AFTB 521[4]	Afrikaans taalbevoegdheid	*Afrikaans taalbevoegdheid*	Only for Afrikaans Home language speaking students / *Slegs vir Afrikaans Huistaal sprekende student.*	1
ARTD 512	Visual Art Methodology (D, P)	*Visuele kunsmetodiek (A, P)*	History of Art and Fine- or Graphical Art level 2. If a student only has History of Art, proof of practical skills by means of a portfolio must be submitted. If find that a student does not possess the necessary practical skills, two of the following additional modules need to be passed; ARTE 222, ARTE 312, ARTE	12

[3] Non-credit bearing to the program / *Nie-krediet draend tot die program*

[4] Non-credit bearing to the program / *Nie-krediet draend tot die program*

			322. / *Kunsgeskiedenis en Beeldende of Grafiese kuns vlak 2 Indien 'n student slegs Kunsgeskiedenis gehad het, kan bewys van praktiese vaardighede d.m.v. die inhandiging van 'n portefeulje geskied.* *Indien bevind word dat student nie oor die nodige praktiese vaardighede beskik nie, moet die volgende modules addisioneel geslaag word: ARTE 222, ARTE 312, ARTE 322.*	
ARTD 522	Visual Art Methodology (D, P)	*Visuele kunsmetodiek (A, P)*		12
ARTS 511[5]	Creative arts in the senior phase (D, P)	*Kreatiewe kuns in die senior fase (A, P)*	Compulsory for students that qualify for Music methodology (MSVD 512) that does not have knowledge of art / *Verpligtend vir studente wat kwalifiseer vir musiekmetodiek (MSVD 512) en nie kuns agtergrond het nie.*	8
ARTS 521[6]	Creative arts in the senior phase (D, P)	*Kreatiewe kuns in die senior fase (A, P)*	Compulsory for students that qualify for Music methodology (MSVD 512) that does not have knowledge of art / *Verpligtend vir studente wat kwalifiseer vir musiekmetodiek (MSVD 512) en nie kuns agtergrond het nie.*	8
BSTD 512	Business Studies Methodology (D, M, P, V)	*Besigheidstudiesmetodiek (A, M, P, V)*	Business Management level 2 / *Ondernemingsbestuur vlak 2*	12

[5] This modules is not credit bearing to the program / *Die module is nie krediet draend tot die program nie.*

[6] This modules is not credit bearing to the program / *Die module is nie krediet draend tot die program nie.*

CASD 521	Creative arts in the senior phase (D, P)	*Kreatiewe kuns in die senior fase (A, P)*	Knowledge in music and art / *Kennis in musiek en kuns.*	12
CATD 512	Computer Application Technology Methodology (D, M, P, V)	*Rekenaartoepassingstegnologie metodiek (A, M, P, V)*	Information Technology / Computer Science level 2 / *Inligtingstegnologie / Rekenaarwetenskap vlak 2*	12
CATD 521	Computer Application Technology Methodology (D, M, P, V)	*Rekenaartoepassingstegnologie metodiek (A, M, P, V)*		12
CBAD 521	Curriculum-based assessment adaptations (D, M, P, V)	*Kurrikulumgebaseerde assesseringsaanpassings (A, M, P, V)*		12
CMPF 511[7]	Information and Communication Technology	*Informasie en Kommunikasie Tegnologie*		12
CTED 522	Civil Technology Methodology (D, P, V)	*Siviele Tegnologie metodiek (A, P, V)*	TTED 512	12
ECOD 512	Economics Methodology (D, M, P, V)	*Ekonomie Metodiek (A, M, P, V)*	Economics level 2 / *Ekonomie vlak 2*	12

[7] **CMPF 511 NOTE / *CMPF 511 NOTA*:**

- The purpose of the module is to enhance a student's computer literacy for effective use in an educational environment. This module is not credit bearing to the program / *Die doel van die modules is om 'n student se rekenaarvaardigheid te verbeter vir effektiewe gebruik in 'n opvoedkundige omgewing. Die module is nie krediet draend tot die program nie.*
- All PGCE students are registered for CMPF 511. If a student has already successfully passed a computer literacy module, the student will receive full exemption for the module */ Alle NGOS-studente word vir CMPF 511 geregistreer. Indien 'n student reeds 'n rekenaargeletterdheidsmodule suksesvol geslaag het, sal die student volle vrystelling vir die module ontvang.*
- If a student has not passed a computer literacy module, but feel that he/she is computer literate, the student can do an online competency test. The student needs to send an email requesting to do the test. Full details are available in the tutorial letter */ Indien 'n student nie 'n rekenaargeletterdheidsmodule geslaag het nie, maar voel dat hy / sy rekenaargeletterd is, kan die student 'n aanlynvaardigheidstoets doen. Die student moet 'n e-pos stuur om die toets te doen. Volledige besonderhede is beskikbaar in die studiebrief.*
- No examination will be written in this module. Students need to submit a portfolio via e-mail. Full details are available in the tutorial letter / *Geen eksamen sal in hierdie module geskryf word nie. Studente moet per e-pos 'n portefeulje indien. Volledige besonderhede is beskikbaar in die studiebrief*

EDCC 514	Education Theory & -law	*Opvoedkundeteorie & onderwysreg*		8
EDCC 515	Assessment in educational contexts	*Assessering in opvoedkundige kontekste*		8
EDCC 516	Professional & Curriculum Studies	*Professionele & Kurrikulum Studies*		12
EDCC 517	Work Integrated Learning	*Werkgeïntegreerde Leer*		12
EDCC 524	Educational Psychology	*Opvoedkundige Sielkunde*		8
EDCC 525	Education Systems and Administration	*Onderwys stelsels en -administrasie*		8
EDCC 527	Work Integrated Learning	*Werkgeïntegreerde Leer*		12
EGDD 512	Engineering Graphics and Design Methodology (D, P, V)	*Ingenieurs Grafika en Ontwerpmetodiek (A, P, V)*	Graphics or any other relevant modules level 2 / *Grafika of enige relevante modules vlak 2*	12
EGDD 522	Engineering Graphics and Design Methodology (D, P, V)	*Ingenieurs Grafika en Ontwerpmetodiek (A, P, V)*		12
ENGD 512	English Methodology (D, M, P, V)	*English Methodology (A, M, P, V)*	English level 3 / *Engels vlak 3*	12
ENGD 522	English Methodology (D, M, P, V)	*English Methodology (A, M, P, V)*	English level 3 / *Engels vlak 3*	12
ENTB 521	English Language Proficiency	*English Language Proficiency*		1
ENTL 521	English as medium of instruction	*Engels as onderrig medium*		8
ETED 522	Electrical Technology Methodology (D, M, P, V)	*Elektriese Tegnologie metodiek (A, M, P, V)*	TTED 512	12
GEOD 512	Geography Methodology (D, M, P, V)	*Geografiemetodiek (A, M, P, V)*	Geography level 2 / *Geografie vlak 2*	12
HISD 512	History Methodology (D, M, P, V)	*Geskiedenis metodiek (A,M, P, V)*	History level 2 / *Geskiedenis vlak 2*	12
INTD 512[8]	Information Technology Methodology (D, P)	*Inligtingstegnologiemetodiek (A, P)*	Information Technology/Computer Science level 2 / *Inligtingstegnologie/*	12

[8] I**NTD512 (Distance)** -The student **need to purchase the software RAD Studio Embarcadero 10.1 himself** - contact Computek (Jolize de Villiers or Dumo Zwane - email: jolize@computeknetworks.com dumo@computeknetworks.com)

			Rekenaarwetenskap vlak 2	
INTD 521	Information Technology Methodology (D, P)	*Inligtingstegnologiemetodiek (A, P)*	Information Technology/Computer Science level 2 / *Inligtingstegnologie/ Rekenaarwetenskap vlak 2*	12
LABD 522	Learning Area Economic and Management Sciences Methodology (D, M, P, V)	*Leerarea Ekonomiese en Bestuurswetenskappemetodiek (A, M, P, V)*	Background knowledge in Business management, Economics and Accounting	12
LAND 522	Learning Area Natural Sciences Methodology (D, M,P, V)	*Leerarea Natuurwetenskappemetodiek (A, M, P, V)*	Background knowledge in Physical science, life science and physical geography	12
LASD 522	Learning Area Social Sciences Methodology (D, M, P, V)	*Leerarea Sosiale Wetenskappemetodiek (A, M, P, V)*	Background knowledge in history and geography.	12
LIFD 512	Life Sciences Methodology (D, M, P, V)	*Lewenswetenskappemetodiek (A, M, P, V)*	One of Botany, Zoology or Physiology on level 3 and the other 2 on level 1. Students who only have Physiology or Botany or Zoology as main subject are provisionally admitted to the PGCE until they passed maximally three (3) additional modules, namely LIFE 411 LIFE 212 and/or LIFE 222[9]. / *Een van Plantkunde, Dierkunde of Fisiologie op vlak 3 en die ander 2 op vlak 1.*	12

The student is required to study all aspects of the Delphi programming language on his own (e.g. matrices, arrays, objects and classes, procedures and functions), if he do not have knowledge about Delphi, since Delphi is implemented in all provinces in South-African schools from Grade 10 (Java is phased out in schools).

The student should be able to **develop a comprehensive object-oriented Delphi PROGRAMMING PROJECT** as an example of a PAT-task in the didactics class to apply various knowledge and skills (study guide 2017).

9 This is only applicable to full-time students on Potch & Vaal campus for 2020.

			Studente met slegs Fisiologie of Plantkunde of Dierkunde as hoofvak word voorwaardelik tot die NGOS toegelaat totdat die studente maksimum drie (3) addisionele modules, naamlik LIFE 411, LIFE 212 en/of LIFE 222 geslaag het. [10]	
LIFF 522	Life Skills	*Lewensvaardighede*		8
LLOD 512[11]	Learning Area Life Orientation Methodology (D, M, P, V)	*Leerarea Lewensoriënteringmetodiek (A, M, P, V)*	Psychology + Movement Sciences + Sociology on level 2 (see further requirements under EDU 3.3.2) / *Sielkunde+Menslike bewegingskunde + Sosiologie op vlak 2 (sien verdere vereistes onder EDU 3.3.2)*	12
LLOD 522	Learning Area Life Orientation Methodology (D, M, P, V)	*Leerarea Lewensoriënteringmetodiek (A, M, P, V)*		12
MATD 512	Mathematics Methodology (D, M, P, V)	*Wiskundemetodiek (A, M, P, V)*	Mathematics level 2 (see EDU 1.8.2) / *Wiskunde vlak 2*	12
MATD 522	Mathematics Methodology (D, M, P, V)	*Wiskundemetodiek (A, M, P, V)*		12
MBLO 521	Managing barriers to learning (D, M, P, V)	*Bestuur van hindernisse van leer (A, M, P, V)*		12
MSVD 512	Music Methodology (D, P)	*Musiekmetodiek (A, P)*	B.Mus	12
MTED 522	Mechanical Technology Methodology (D, P, V)	*Meganiese Tegnologie metodiek (A, P, V)*	TTED 512	12
MUSI 111[12]	Music in the senior phase (D, P)	*Musiek in die senior fase (A, P)*	Compulsory for students that qualify for Art methodology (ARTD 512) that does	8

[10] *Slegs van toepassing op voltydse studente op Potch en Vaal kampus vir 2020.*

[11] Cannot be taken with PESP / *Kan nie saam met PESP geneem word nie.*

[12] This modules is not credit bearing to the program / *Die module is nie krediet draend tot die program nie.*

			not have knowledge of music / *Verpligtend vir studente wat kwalifiseer vir Kunsmetodiek (ARTD 512) en nie musiek agtergrond het nie.*	
MUSI 121[13]	Music in the senior phase (D, P)	*Musiek in die senior fase (A, P)*	Compulsory for students that qualify for Art methodology (ARTD 512) that does not have knowledge of music / *Verpligtend vir studente wat kwalifiseer vir Kunsmetodiek (ARTD 512) en nie musiek agtergrond het nie.*	8
PESP 511[14]	Physical Education (D, P)	*Fisiese onderrig (A, P)*	Human Movement science/Sport science/Bio kinetics/Kinder kinetics level 2 / Menslike bewegingskunde/Sportwetenskap/ Biokinetika/Kinderkinetika vlak 2	12
PESP 521	Physical Education (D, P)	*Fisiese onderrig (A, P)*		12
PHSD 512	Physical Sciences Methodology (D, M, P, V)	*Fisiese Wetenskappemetodiek (A, M, P, V)*	Physics level 2 + Chemistry level 1 OR Physics level 1 + Chemistry level 2 / *Fisika 2 + Chemie vlak 1 OF* *Fisika 1 + Chemie vlak 2*	12
RESF 511	Introduction to research in Education (D, M, P, V)	*Inleiding tot Navorsing in Onderwys (A, M, P, V)*		8
RSVD 512	Religion Studies Methodology (D, P)	*Religiestudiesmetodiek (A, P)*	Any religion on level 2, Social Anthropology / *Enige religie, Sosiale Antropologie vlak 2*	12

[13] This modules is not credit bearing to the program / *Die module is nie krediet draend tot die program nie.*

[14] Cannot be taken with LLOD / *Kan nie saam met LLOD geneem word nie.*

SECF 521[15]	Language of Conversational Competence: Setswana (D, M, P)	*Setswana: Basiese Gesprekskommunikasie (A, M,P)*	Compulsory for Afrikaans and English home language speaking students / *Verpligtend vir Afrikaans en Engels huistaal sprekende studente.*	
SEMD 512	Setswana Methodology (Home Language) (D, M, P)	*Setswanametodiek (Huistaal) (A, M, P)*	Setswana level 3 / *Setswana vlak 3*	12
SEMD 522	Setswana Methodology (Home Language) (D, M, P)	*Setswanametodiek (Huistaal) (A, M, P)*		12
SEND 512	Setswana Methodology (First Additional Language) (D, P)	*Setswanametodiek (Eerste Addisionele taal) (A, P)*	Setswana level 3 / *Setswana vlak 3*	12
SEND 522	Setswana Methodology (First Additional Language) (D, P)	*Setswanametodiek (Eerste Addisionele taal) (A, P)*		12
SOCF 521[16]	Language of Conversational Competence: Sesotho (V)	*Sesotho: Basiese Gesprekskommunikasie (V)*	Compulsory for Afrikaans and English home language speaking students / *Verpligtend vir Afrikaans en Engels huistaal sprekende studente.*	
SSMD 511	Sesotho Methodology (Home Language) (V)	*Sesotho metodiek (Huistaal) (V)*	Sesotho level 3 / Sesotho vlak 3	12
SSMD 521	Sesotho Methodology (Home Language) (V)	*Sesotho metodiek (Huistaal) (V)*		12
TRVD 512	Tourism Methodology (D, M, P)	*Toerismemetodiek (A, M, P)*	Tourism level 2 / *Toerisme vlak 2*	12
TTED 512	FET Technology Methodology (D, M, P, V)	*VOO Tegnologie Metodiek (A, M, P, V)*	Technical qualification with Electrical-, Mechanical or Civil Engineering on level 2 / *Tegniese kwalifikasie met Elektriese, Meganiese of Siviele Ingenieurswese vlak 2*	12
VWVD 512	Consumer Studies Methodology (D, P)	*Verbruikerstudies Metodiek (A, P)*	BSc Consumer Sciences / *BSc Verbruikerswetenskappe*	12

[15] This modules is not credit bearing to the program / *Die module is nie krediet draend tot die program nie.*

[16] This module is not credit bearing to the program / *Die module is nie krediet draend tot die program*

VWVD 521	Consumer Studies Methodology (D, P)	*Verbruikerstudies Metodiek (A, P)*	BSc Consumer Sciences / *BSc Verbruikerswetenskappe*	12

EDU.3.3 CURRICULUM / *KURRIKULUM*: O100M (MAFIKENG), O100P (DISTANCE/*AFSTAND,* POTCHEFSTROOM), O100V (VAAL TRIANGLE)

EDU.3.3.1 Curriculum outcomes / *Kurrikulum uitkomste*

After having completed the PGCE (SP & FET Teaching) qualification, students should be able to demonstrate the following:

1. Ability to identify, analyse and critically reflect on as well as address complex problems in education as they manifest in the Senior & FET phase in different teaching-learning environments in South Africa.

2. Apply detailed knowledge, as well as the ability to evaluate:

   - specialized content – in accordance with a field of specialization (2 subjects on the FET and 1 on the Senior phase level);

   - suitable themes from general and specialized pedagogics,'

   and the ability to integrate these, forming pedagogical content knowledge (PCK), as well as the ability to implement PCK in work integrated learning.

3. Understanding, interpretation and critical evaluation of contemporary education-related theories against the backdrop of the socio-historical development in South Africa*, of curriculum policy and* of *acceptable school and classroom practices,* pertaining to the Senior & FET phase, in order to make informed choices when implementing these in schools within different contexts in South Africa.

4. Reflective engagement in practice in the Senior & FET phase, by observing, demonstrating and experimenting with suitable teaching strategies, methods and skills as well as best practices regarding management, maintaining of discipline, etc., while considering the levels of cognitive, affective and moral development of adolescents.

5. Ability to collect and interpret relevant data regarding selected educational issues, accurately and coherently communicate findings, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.

6. Ability to apply and reflect on values, ethical conduct, justifiable decision making and leadership in accordance with the code of conduct of SACE and the Constitution of South Africa.

7. Ability to work effectively as team members of departments or schools, to creatively solve problems regarding education, to provide academic and professional leadership in different teaching environments, and to act as an agent for change, to enhance social justice.

Ability and willingness to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all available resources (printed, electronic, human, and the teaching practice), to successfully realize all outcomes of this qualification and by doing so, demonstrate the ability to successfully foster these skills in teaching and learning in the schools.

Nadat studente die NGOS voltooi het behoort hulle in staat te wees om die volgende te demonstreer:

1. *Die vermoë om komplekse probleme in onderwys te identifiseer, te analiseer en krities daaroor te reflekteer asook om dit aan te spreek, soos wat dit manifesteer in die Senior en VOO-fase in verskillende onderwys-geleerdheid omgewings in Suid-Afrika.*

2. *Uitgebreide kennis en begrip van, asook die vermoë om die volgende te evalueer:*

   - *Gespesialiseerde inhoud – in ooreenstemming met die veld van spesialisasie (2 vakke op die VOO en 1 op die Senior-fase vlak);*

   - *Geskikte temas uit algemene en gespesialiseerde pedagogie en die vermoë om dit te integreer, pedagogiese inhoudskennis te vorm (PIK) asook die vermoë om PIK te implementeer in werk geïntegreerde geleer (WIL).*

3. *Begrip, interpretasie en kritiese evaluasie van kontemporêre onderwys-verwante teorieë teen die agtergrond van die sosiohistoriese ontwikkeling in Suid-Afrika, van kurrikulum beleid en van aanvaarbare skool- en klaskamer praktyke wat op die Senior & VOO-fase betrekking het, om sodoende ingeligte keuses te maak wanneer dit in skole binne die verskillende kontekste in Suid-Afrika geïmplementeer word.*

4. *Reflektiewe betrokkenheid in die praktyk in die Senior & VOO-fase, by wyse van observasie, demonstrasie en eksperimentering met geskikte onderwys-strategieë, metodes en vaardighede asook die beste praktyke rakende bestuur, die handhawing van dissipline, ens., met inagneming van die vlakke van kognitiewe, affektiewe en morele ontwikkeling van adolessente.*

5. *Die vermoë om relevante data ten opsigte van geselekteerde onderwys-aangeleenthede te versamel en te interpreteer, om die bevindinge akkuraat en samehangend te kommunikeer, met begrip en respek vir intellektuele eiendom- konvensies, kopiereg en die reëls oor plagiaat.*

6. *Die vermoë om waardes, etiese gedrag, geregverdigde besluitneming en leierskap aan te wend en daaroor te reflekteer in ooreenstemming met die gedragskode van SACE en die Grondwet van Suid-Afrika.*

7. *Die vermoë om effektief as spanlede van departemente of skole te werk, om kreatief probleme betreffende onderwys op te los, om akademiese en professionele leierskap in verskillende onderwys-omgewings te verskaf en om as 'n agent vir verandering op te tree, om sosiale geregtigheid te bevorder.*

8. *Die vermoë en bereidwilligheid om volle verantwoordelikheid te aanvaar vir eie geleerdheids-behoeftes, die monitering van eie vordering met geleerdheid en die aanwending van relevante geleerdheid-strategieë en bestuur van alle beskikbare hulpbronne (gedruk, elektronies, menslik en die onderwyspraktyk), om die uitkomste van hierdie kwalifikasie suksesvol te verwesenlik en, wanneer dit gedoen word, die vermoë aan die dag te lê om hierdie vaardighede in onderwys en geleerdheid by die skole waar hulle onderrig gee te koester.*

EDU.3.3.2 **Faculty-specific rules for the curriculum / *Fakulteit spesifieke reëls vir die kurrikulum***

- A student who wants to take **Life Sciences** as a methodology need to present one of the following subjects Botany, Zoology and Physiology on 3rd year level and the other two on 1st year level.
  *'n Student wat **Lewenswetenskappe** metodiek wil neem, moet een van die volgende vakke Plantkunde, Dierkunde en Fisiologie tot 3de jaarsvlak en die ander twee tot eerste jaarsvlak aanbied.*

- A student who wants to take **Physical Sciences** as a methodology need to present one of the subjects Chemistry or Physics on year level two and the other one on at least level 1.
  *'n Student wat **Fisiese Wetenskappe** as metodiek wil neem, moet een van die vakke Chemie of Fisika tot op tweedejaars vlak en die ander een tot op ten minste eerste jaarvlak aanbied.*

- A student who wants to take the methodology of **Life Orientation** must have a combination of **Psychology** and any one of the following subjects on degree level: Sociology, Human Movement Science, Labour- and Industrial studies, Philosophy, Political Science or Nutrition. *Due to the high volume of Life Orientation applications, a cut-off point of 65% average for the highest subject contributing to the Life Orientation methodology is set.*
  *'n Student wat die **Lewensoriëntering** as metodiek wil neem, moet 'n kombinasie van Sielkunde en enige van die volgende vakke op graad vlak hê: Sosiologie, Menslike Bewegingskunde, Arbeids- en Industriële studies, Filosofie, Politieke Wetenskap of Voeding.* As gevolg van die hoë volume Lewensoriëntering aansoeke, word 'n afsnypunt van 65% gemiddeld vir die hoogste vak wat bydra tot die Lewensoriëntering-metodiek, gestel.

- A student who wants to take the methodology of **Geography** needs to prove knowledge of GIS.
  'n Student wat Geografie as metodiek wil neem, moet kennis van GIS bewys.

- A student who want to take the methodology of **Mathematics** must have completed Mathematics on year level 2 or otherwise Mathematics on year level 1 with one of the following on year level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics.
  *'n Student wat **Wiskunde** as metodiek wil neem, moet Wiskunde op jaarvlak 2 of andersins Wiskunde op jaarvlak 1 voltooi het met een van die volgende op jaarvlak 2: Statistiek, Wiskundige Statistiek, Toegepaste Wiskunde en Finansiële Wiskunde.*

- Specific rules apply for the **senior phase** specialisation:
  - It is compulsory for a student in **Natural Sciences** (LAND 522) to have a background knowledge in Physical Sciences, Life Sciences and Physical Geography.

*Dit is verpligtend vir 'n student in **Natuurwetenskappe** (LAND 522) om 'n agtergrondkennis in Fisiese Wetenskappe, Lewenswetenskappe en Fisiese Geografie te hê.*

- It is compulsory for a student in **Social Sciences** (LASD 522) to have a background knowledge in History and Geography.
  *Dit is verpligtend vir 'n student in **Sosiale Wetenskappe** (LASD 522) om 'n agtergrondkennis in Geskiedenis en Geografie te hê.*

- It is compulsory for a student in **Economic Management Sciences** (LABD 522) to have a background knowledge in Business Management, Economics and Accounting.
  *Dit is verpligtend vir 'n student in **Ekonomiese Bestuurswetenskappe** (LABD 522) om 'n agtergrondkennis in Ondernemingsbestuur, Ekonomie en Rekeningkunde te hê.*

- It is compulsory for a student in **Creative Arts** (CASD 521) to have a background knowledge in Art and Music.
  *Dit is verpligtend vir 'n student in **Kreatiewe Kunste** (CASD 521) om 'n agtergrondkennis in Kuns en Musiek te hê.*

- It is compulsory for students in **Visual Arts** (ARTD 512) to have a background knowledge in Music.
  *Dit is verpligtend vir studente in **Visuele Kunste** (ARTD 512) om agtergrondkennis in Musiek te hê.*

- It is compulsory for students in **Life Orientation** to have a background knowledge in Physical Education.
  *Dit is verpligtend vir studente in **Lewensoriëntering** om 'n agtergrondkennis van Liggaamlike Opvoeding te hê.*

EDU.3.3.3 Compilation of curriculum / Samestelling van kurrikulum O100M, O100P, O100V

All full-time students' registers only for the 1 year curriculum below. Distance students may also register for the 1 year curriculum / *Alle voltyds studente registreer slegs vir die 1 jaar kurrikulum. Afstand studente mag ook vir die 1 jaar kurrikulum registreer.*

Full- time / *Voltyds*					
Semester 1			**Semester 2**		
Module code / *Module-kode*	**Module name / *Module naam***	**Cr/ Kr**	**Module code / *Module-kode***	**Module name / *Module naam***	**Cr/ Kr**
Fundamental modules / *Fundamentele modules*			**Fundamental modules / *Fundamentele modules***		
RESF 511	Introduction to research in education /*Inleiding tot Navorsing in Onderwys*	8	LIFF 522	Life skills for educator / *Lewensvaardighede vir Onderwys*	8
			ENTL 521	English as language of instruction / *Engels as medium van instruksie*	8
Core modules / *Kern modules*			**Core modules / *Kern modules***		
EDCC 514	Education Theory & law / *Opvoedkunde teorie en Onderwysreg*	8	EDCC 524	Educational Psychology / *Opvoedkundige Sielkunde*	8
EDCC 515	Assessment in educational contexts / *Assessering in Onderwys konteks*	8	EDCC 525	Education systems and administration / *Onderwysstelsel en -bestuur*	8
EDCC 516	Professional & Curriculum studies / *Professionele en Kurrikulumstudies*	12			
EDCC 517	Work Integrated Learning / *Werkgeïntegreerde Leer*	12	EDCC 527	Work Integrated Learning / *Werkgeïntegreerde Leer*	12
Compulsory modules / *Verpligte modules*			**Compulsory modules (only 1 according to requirements) /*Verpligte modules (slegs 1 volgens vereistes)***		
CMPF 511	Information and communication technology / *Inligting en kommunikasie tegnologie*	12	AFCL 121 SECF 521 SOCF 521	Language of Conversational Competence: Afrikaans / *Afrikaans: Basiese Gesprekskommunikasie* Language of Conversational Competence Setswana / *Setswana: Basiese Gesprekskommunikasie* Language of Conversational Competence Sesotho / *Sesotho: Basiese Gesprekskommunikasie*	8
			AFTB 521	Afrikaans Language Proficiency / *Afrikaans Taalbevoegdheid*	

			ENTB 521	English Language Proficiency / *Engels Taalbevoegdheid*	
TWO of the following methodologies / ***TWEE van die volgende metodieke*** **(See prerequisites in EDU 3.3.2 /** ***Sien voorvereistes*****)**			**TWO of the following methodologies (Continuation of semester 1)** ***TWEE van die volgende metodiek (Voortsetting van semester 1)***		
ACCD 512	Accounting methodology / *Rekeningkunde Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
AFRD 512	Afrikaans Methodology / *Afrikaans metodiek*	12	AFRD 522	Afrikaans Methodology / *Afrikaans metodiek*	12
ARTD 512	Visual arts Methodology / *Visuele kuns Metodiek*	12	ARTD 522	Visual arts Methodology / *Visuele kuns Metodiek*	12
BSTD 512	Business studies Methodology / *Besigheidstudies Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
CATD 512	Computer application technology Methodology / *Rekenaartoepassings-tegnologie Metodiek*	12	CATD 521	Computer application technology Methodology / *Rekenaartoepassings-tegnologie Metodiek*	12
ECOD 512	Economics Methodology / *Ekonomie Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
EGDD 512	Engineering graphics and design Methodology / *Ingenieursgrafika en ontwerp Metodiek*	12	EGDD 522	Engineering graphics and design Methodology / *Ingenieursgrafika en ontwerp Metodiek*	12
ENGD 512	English Methodology / *Engels Metodiek*	12	ENGD 522	English Methodology / *Engels Metodiek*	12

GEOD 512	Geography methodology / *Geografie Metodiek*	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / *Sosiale wetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
HISD 512	History Methodology / *Geskiedenis Metodiek*	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / *Sosiale wetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
INTD 512	Information technology Methodology / *Inligtingstegnologie Metodiek*	12	INTD 521	Information technology Methodology / *Inligtingstegnologie Metodiek*	12
LIFD 512	Life Sciences Methodology / *Lewenswetenskappe Metodiek*	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / *Natuurwetenskappe Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
LLOD 512	Life Orientation Methodology / *Lewensoriëntering Metodiek*	12	LLOD 522	Life Orientation Methodology / *Lewensoriëntering Metodiek*	12
MATD 512	Mathematics Methodology / *Wiskunde Metodiek*	12	MATD 522	Mathematics Methodology / *Wiskunde Metodiek*	12
MSVD 512	Music Methodology / *Musiek Metodiek*	12	CASD 521	Creative Arts Methodology in the Senior Phase / *Kreatiewe kuns Metodiek vir die senior fase*	12
PESP 511	Physical Education Methodology / *Fisiese Onderrig Metodiek*	12	PESP 521	Physical Education Methodology / *Fisiese Onderrig Metodiek*	12
PHSD 512	Physical Sciences Methodology / *Fisiese Wetenskappe Metodiek*	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / *Natuurwetenskappe Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12

RSVD 512	Religion Studies / *Religie studies Metodiek*	12	LLOD 522 or/of MBLO 521 or/of CBAD 521	Life Orientation Methodology / *Lewensoriëntering Metodiek*, or/*of* Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
SEMD 512	Setswana Methodology (Home Language) / *Setswana Metodiek (Huistaal)*	12	SEMD 522	Setswana Methodology (Home Language) / *Setswana Metodiek (Huistaal)*	12
SEND 512	Setswana Methodology (First Additional Language) / *Setswana Metodiek (Eerste addisionele taal)*	12	SEND 522	Setswana Methodology (First Additional Language) / *Setswana Metodiek (Eerste addisionele taal)*	12
SSMD 511	Sesotho Methodology (Home Language) / *Sesotho Metodiek (Huistaal)*	12	SSMD 521	Sesotho Methodology (Home Language) / *Sesotho Metodiek (Huistaal)*	12
TRVD 512	Tourism Methodology / *Toerisme Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
TTED 512	FET Technology / *VOO Metodiek*	12	CTED 522 or/of ETED 522 or/of MTED 522	Civil Technology Methodology / *Siviele Tegnologie Metodiek*, or/of Electrical Technology Methodology / *Elektriese Tegnologie Metodiek*, or/of Mechanical Technology Methodology / *Meganiese Tegnologie Metodiek*	12
VWVD 512	Consumer Studies Methodology / *Verbruikerstudies Metodiek*	12	VWVD 521	Consumer Studies Methodology / *Verbruikerstudies Metodiek*	12
Total minimum credits per year / *Totaal minimum krediete per jaar*					**140**

Distance students who wants to register for the PGCE over two year, may use the 2 year curriculum below. This 2 year curriculum is **not for full-time students**.

YEAR 1 – Distance / *JAAR 1 - Afstand*					
Semester 1			**Semester 2**		
Module code / *Modulekode*	**Module name / *Module naam***	**Cr/ *Kr***	**Module code / *Modulekode***	**Module name / *Module naam***	**Cr / *Kr***
Fundamental modules / *Fundamentele modules*			**Fundamental modules / *Fundamentele modules***		
RESF 511	Introduction to research in education /*Inleiding tot Navorsing in Onderwys*	8	ENTL 521	English as language of instruction / *Engels as medium van instruksie*	8
Core modules / *Kern modules*			**Core modules / *Kern modules***		
EDCC 515	Assessment in educational contexts / *Assessering in Onderwys konteks*	8	EDCC 525	Education systems and administration / *Onderwysstelsel en -bestuur*	8
			EDCC 527	Work Integrated Learning / *Werkgeïntegreerde Leer*	12
Compulsory modules / *Verpligte modules*			**Compulsory modules (only 1 according to requirements) /*Verpligte modules (slegs 1 volgens vereistes)***		
CMPF 511	Information and communication technology / *Inligting en kommunikasie tegnologie*	12	AFCL 121 SECF 521	Language of Conversational Competence: Afrikaans / *Afrikaans: Basiese Gesprekskommunikaise* Language of Conversational Competence Setswana / *Setswana: Basiese Gesprekskommunikaise*	8
			AFTB 521	Afrikaans Language Proficiency / *Afrikaans Taalbevoegdheid*	1
			ENTB 521	English Language Proficiency / *Engels Taalbevoegdheid*	1
ONE of the following methodologies / *EEN van die volgende metodieke* (See prerequisites in EDU 3.3.2 / *Sien voorvereistes*)			**ONE of the following methodologies / *EEN van die volgende metodiek* (Continuation of semester 1 / *Voortsetting van semester 1*)**		
ACCD 512	Accounting methodology / *Rekeningkunde Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
AFRD 512	Afrikaans Methodology / *Afrikaans Metodiek*	12	AFRD 522	Afrikaans Methodology / *Afrikaans Metodiek*	12

ARTD 512	Visual arts Methodology / *Visuele kuns Metodiek*	12	ARTD 522	Visual arts Methodology / *Visuele kuns Metodiek*	12
BSTD 512	Business studies Methodology / *Besigheidstudies Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
CATD 512	Computer application technology Methodology / *Rekenaartoepassings-tegnologie Metodiek*	12	CATD 521	Computer application technology Methodology / *Rekenaartoepassings-tegnologie Metodiek*	12
ECOD 512	Economics Methodology / *Ekonomie Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
EGDD 512	Engineering graphics and design Methodology / *Ingenieursgrafika en ontwerp Metodiek*	12	EGDD 522	Engineering graphics and design Methodology / *Ingenieursgrafika en ontwerp Metodiek*	12
ENGD 512	English Methodology / *Engels Metodiek*	12	ENGD 522	English Methodology / *Engels Metodiek*	12
GEOD 512	Geography methodology / *Geografie Metodiek*	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / *Sosiale wetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
HISD 512	History Methodology / *Geskiedenis Metodiek*	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / *Sosiale wetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations /	12

				Kurrikulum gebaseerde assessering aanpassings	
INTD 512	Information technology Methodology / *Inligtingstegnologie Metodiek*	12	INTD 521	Information technology Methodology / *Inligtingstegnologie Metodiek*	12
LIFD 512	Life Sciences Methodology / *Lewenswetenskappe Metodiek*	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / *Natuurwetenskappe Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
LLOD 512	Life Orientation Methodology / *Lewensoriëntering Metodiek*	12	LLOD 522	Life Orientation Methodology / *Lewensoriëntering Metodiek*	12
MATD 512	Mathematics Methodology / *Wiskunde Metodiek*	12	MATD 522	Mathematics Methodology / *Wiskunde Metodiek*	12
MSVD 512	Music Methodology / *Musiek Metodiek*	12	CASD 521	Creative Arts Methodology in the Senior Phase / *Kreatiewe kuns Metodiek vir die senior fase*	12
PESP 511	Physical Education Methodology / *Fisiese Onderrig Metodiek*	12	PESP 521	Physical Education Methodology / *Fisiese Onderrig Metodiek*	12
PHSD 512	Physical Sciences Methodology / *Fisiese Wetenskappe Metodiek*	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / *Natuurwetenskappe Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
RSVD 512	Religion Studies / *Religie studies Metodiek*	12	LLOD 522 or/of MBLO 521 or/of CBAD 521	Life Orientation Methodology / *Lewensoriëntering Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
SEMD 512	Setswana Methodology (Home Language) / *Setswana Metodiek (Huistaal)*	12	SEMD 522	Setswana Methodology (Home Language) / *Setswana Metodiek (Huistaal)*	12
SEND 512	Setswana Methodology (First Additional Language) / *Setswana*	12	SEND 522	Setswana Methodology (First Additional Language) / *Setswana*	12

	Metodiek (Eerste addisionele taal)			*Metodiek (Eerste addisionele taal)*	
TRVD 512	Tourism Methodology / *Toerisme Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
TTED 512	FET Technology / *VOO Metodiek*	12	CTED 522 or/of ETED 522 or/of MTED 522	Civil Technology Methodology / *Siviele Tegnologie Metodiek*, or/of Electrical Technology Methodology / *Elektriese Tegnologie Metodiek*, or/of Mechanical Technology Methodology / *Meganiese Tegnologie Metodiek*	12
VWVD 512	Consumer Studies Methodology / *Verbruikerstudies Metodiek*	12	VWVD 521	Consumer Studies Methodology / *Verbruikerstudies Metodiek*	12
Total minimum credits per year / *Totaal minimum krediete per jaar*					**80**

YEAR 2- Distance / *JAAR 2 - Afstand*					
Semester 1			**Semester 2**		
Module code / *Modulekode*	**Module name / *Module naam***	**Cr / Kr**	**Module code / *Modulekode***	**Module name / *Modulenaam***	**Cr / Kr**
Fundamental modules / *Fundamentele modules*			**Fundamental modules / *Fundamentele modules***		
			LIFF 522	Life skills for educator / *Lewensvaardighede vir Onderwys*	8
Core modules / *Kern modules*			**Core modules / *Kern modules***		
EDCC 514	Education Theory & law / *Opvoedkunde teorie en Onderwysreg*	8	EDCC 524	Educational Psychology / *Opvoedkundige Sielkunde*	8
EDCC 516	Professional & Curriculum studies / *Professionele en Kurrikulumstudies*	12			
EDCC 517	Work Integrated Learning / *Werkgeïntegreerde Leer*	12			
ONE of the following methodologies / *EEN van die volgende metodieke* (See prerequisites in EDU 3.3.2 / *Sien voorvereistes*)			**ONE of the following methodologies / *EEN van die volgende metodiek* (Continuation of semester 1 / *Voortsetting van semester 1*)**		
ACCD 512	Accounting methodology /	12	LABD 522 or/of	Economic and management sciences Methodology /	12

	Rekeningkunde Metodiek		MBLO 521 or/of CBAD 521	*Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	
AFRD 512	Afrikaans Methodology / *Afrikaans metodiek*	12	AFRD 522	Afrikaans Methodology / *Afrikaans metodiek*	12
ARTD 512	Visual arts Methodology / *Visuele kuns Metodiek*	12	ARTD 522	Visual arts Methodology / *Visuele kuns Metodiek*	12
BSTD 512	Business studies Methodology / *Besigheidstudies Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
CATD 512	Computer application technology Methodology / *Rekenaartoepassings-tegnologie Metodiek*	12	CATD 521	Computer application technology Methodology / *Rekenaartoepassings-tegnologie Metodiek*	12
ECOD 512	Economics Methodology / *Ekonomie Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
EGDD 512	Engineering graphics and design Methodology / *Ingenieursgrafika en ontwerp Metodiek*	12	EGDD 522	Engineering graphics and design Methodology / *Ingenieursgrafika en ontwerp Metodiek*	12
ENGD 512	English Methodology / *Engelse Metodiek*	12	ENGD 522	English Methodology / *Engelse Metodiek*	12
GEOD 512	Geography methodology / *Geografie Metodiek*	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / *Sosiale wetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12

HISD 512	History Methodology / *Geskiedenis Metodiek*	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / *Sosiale wetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
INTD 512	Information technology Methodology / *Inligtingstegnologie Metodiek*	12	INTD 521	Information technology Methodology / *Inligtingstegnologie Metodiek*	12
LIFD 512	Life Sciences Methodology / *Lewenswetenskappe Metodiek*	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / *Natuurwetenskappe Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
LLOD 512	Life Orientation Methodology / *Lewensoriëntering Metodiek*	12	LLOD 522	Life Orientation Methodology / *Lewensoriëntering Metodiek*	12
MATD 512	Mathematics Methodology / *Wiskunde Metodiek*	12	MATD 522	Mathematics Methodology / *Wiskunde Metodiek*	12
MSVD 512	Music Methodology / *Musiek Metodiek*	12	CASD 521	Creative Arts Methodology in the Senior Phase / *Kreatiewe kuns Metodiek vir die senior fase*	12
PESP 511	Physical Education Methodology / *Fisiese Onderrig Metodiek*	12	PESP 521	Physical Education Methodology / *Fisiese Onderrig Metodiek*	12
PHSD 512	Physical Sciences Methodology / *Fisiese Wetenskappe Metodiek*	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / *Natuurwetenskappe Metodiek*, or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
RSVD 512	Religious Studies / *Religie studies Metodiek*	12	LLOD 522 or/of MBLO 521 or/of CBAD 521	Life Orientation Methodology / *Lewensoriëntering Metodiek*, Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12

SEMD 512	Setswana Methodology (Home Language) / *Setswana Metodiek (Huistaal)*	12	SEMD 522	Setswana Methodology (Home Language) / *Setswana Metodiek (Huistaal)*	12
SEND 512	Setswana Methodology (First Additional Language) / *Setswana Metodiek (Eerste addisionele taal)*	12	SEND 522	Setswana Methodology (First Additional Language) / *Setswana Metodiek (Eerste addisionele taal)*	12
TRVD 512	Tourism Methodology / *Toerisme Metodiek*	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / *Ekonomiese Bestuurswetenskappe Metodiek* or/of Managing barriers to learning / *Bestuur van hindernisse van leer* or/of Curriculum-based assessment adaptations / *Kurrikulum gebaseerde assessering aanpassings*	12
TTED 512	FET Technology / *VOO Metodiek*	12	CTED 522 or/of ETED 522 or/of MTED 522	Civil Technology Methodology / *Siviele Tegnologie Metodiek*, or/of Electrical Technology Methodology / *Elektriese Tegnologie Metodiek*, or/of Mechanical Technology Methodology / *Meganiese Tegnologie Metodiek*	12
VWVD 512	Consumer Studies Methodology / *Verbruikerstudies Metodiek*	12	VWVD 521	Consumer Studies Methodology / *Verbruikerstudies Metodiek*	12
				Total minimum credits per year	**72**

EDU.4 MODULE OUTCOMES

Module code / *Modulekode*: **ACCD 512**	Semester 1	NQF level / *NKR vlak*: 7
Title: Accounting Methodology *Titel: Rekeningkunde metodiek*		
On completion of this module the student should be able to demonstrate: • an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting with reference to the National Education policy documents; • the ability to utilize unknown and abstract information in theoretical-driven arguments, IT skills to effectively gather, organise, make a critical analysis and interpret financial information regarding related concepts in Accounting; • the ability to select specialized subject content knowledge and integrate this with subject methodology to transform it into pedagogical content knowledge (PCK) and develop the necessary lesson presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP); • the ability to apply systematic knowledge regarding lesson planning and problem-solving that reflects basic Accounting procedures and processes; and • the ability to identify and analyse the fundamental principles of ethical behaviour and classroom management in order to achieve the objectives of ethics and professionalism. *Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:* • *gevestigde boustene om sleutelterme, reëls, konsepte, vasgelegde beginsels en teorieë ten opsigte van die aanbieding van Rekeningkunde, met verwysing na die Nasionale Onderwysbeleidsdokumente, te verstaan;* • *die vermoë om onbekende en abstrakte inligting in teoretiesgedrewe-argumente te gebruik, IT-vaardighede doeltreffend te versamel, te organiseer, kritiese analises uit te voer en om finansiële inligting oor verwante konsepte in Rekeningkunde te interpreteer;* • *die vermoë om gespesialiseerde vakinhoudelike kennis uit te kies en dit te integreer met die vakmetodologie, dit te transformeer tot pedagogiese vakkennis (PVK/PCK) en om die nodige lesaanbiedingsvaardighede, deur gebruik te maak van toepaslike tegnologieë volgens die algemeen aanvaarde rekeningkundepraktyk (GAAP), te ontwikkel;* • *die vermoë om kennis stelselmatig ten opsigte van lesbeplanning en probleemoplossing met betrekking tot fundamentele rekenkundige prosedures en -prosesse toe te pas; en* • *die vermoë om fundamentele beginsels van etiese gedrag en klaskamerbestuur te kan identifiseer en analiseer sodat die etiese en professionele mikpunte bereik kan word.*		
Method of delivery: Distance, Full-time *Metode van aflewering: Afstand, Voltyds*		
Methods of assessment: Continuous assessment 50% and 1 x 3hour written examination 50% *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%*		

Module kode / *Modulekode*: **AFCL 121**	Semester 2	NQF level / *NKR vlak*: 5
Title: Language of Conversational Competence: Afrikaans *Titel: Kommunikasie vir onderwys: Afrikaans*		
On completion of this module the student should be able to demonstrate: • Functional employment knowledge of the grammatical structures of Afrikaans; • A functional vocabulary for basic inter-personal communication; • Elementary individual listening and writing skills in Afrikaans. *Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:* • *funksionele gebruikskennis van grammatikale strukture van Afrikaans;* • *'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;* • *elementêre individuele luister- en skryfvaardighede in Afrikaans.*		
Method of delivery: Distance, contact *Metode van aflewering: Afstand, voltyds*		
Method of assessment: Continuous assessment 100% *Assesseringsmetodes: Deurlopende assessering 100%*		

Module code / *Module kode*: **AFRD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Afrikaans Methodology
Titel: Afrikaans Metodiek

After completion of this module, the student should be able to demonstrate the following:

- comprehensive knowledge of typical language class room practises, the selection of appropriate texts and the composition of learning material for effective facilitating of learning in Grade 7-12 with regard to Afrikaans Home and Additional language;
- the capability to interpret and implement the national school curriculum meticulously for the composition of theme directed and integrated lessons with the focus on the development of listening, speaking, reading and visual skills in the Senior and FET-phase;
- the capability to critically evaluate the relevant language teaching and acquirement theories and to meaningfully apply same for the development of appropriate learning material and for the handling of various facets of the language teaching practise during micro-teaching sessions and within the WIL-period;
- comprehensive integrated knowledge and skills to teach Afrikaans (Home language and Additional language) effectively for Grade 7-12 learners and to function successfully in the Afrikaans class environment.

Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:

- *grondige kennis van tipiese taal-klaskamerpraktyke, die keuse van geskikte tekste en die samestelling van leermateriaal vir effektiewe fasilitering van leer in graad 7-12 ten opsigte van Afrikaans Huis- en Addisionele Taal;*
- *die vermoë om die nasionale skoolkurrikulum indringend te kan interpreteer en implementeer vir die samestelling van temagerigte en geïntegreerde lesse met die fokus op die ontwikkeling van luister-, praat-, lees- en kykvaardighede in die Senior en VOO-fase;*
- *die vermoë om relevante taalonderrig en verwerwingsteorieë krities te kan beoordeel en dit sinvol kan toepas vir die ontwikkeling van geskikte leermateriaal en vir die hantering van verskillende fasette van die taalonderrigpraktyk tydens mikro-onderrig sessies en binne die WIL-periode;*
- *omvattende geïntegreerde kennis en vaardighede om Afrikaans (Huistaal en Addisionele Taal) effektief vir graad 7-12-leerders aan te bied en om suksesvol in die Afrikaansklaskameromgewing te funksioneer.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%

Module code / *Module kode*: **AFRD 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Afrikaans Methodology
Titel: Afrikaans Metodiek

After completion of this module, the student should be able to demonstrate the following:

- the capability to interpret and implement the national school curriculum meticulously for the composition of theme directed and integrated lessons with the focus on the development of Grade 7-12 learners' writing skills as well as their knowledge and application skills with regard to particular language structures and conventions;
- the ability to apply the acquired knowledge and skills effectively in the development and evaluation of theme directed and integrated lesson series for the teaching of Afrikaans Home and Additional Language in Grade 7-12;
- the ability to meticulously interpret the national assessment documentation and to apply same in the assessment of learner knowledge and skills at the appropriate level for the relevant grade and to provide proof of sound knowledge of school and departmental moderating processes;
- the capability to critically evaluate the relevant language teaching and acquirement theories and to meaningfully apply same for the development of appropriate learning material and for the handling of various facets of the language teaching practise during micro-teaching sessions and within the WIL-period.

Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:

- *die vermoë om die nasionale skoolkurrikulum indringend te kan interpreteer en implementeer vir die samestelling van temagerigte en geïntegreerde lesse met die fokus op die ontwikkeling van leerders in graad 7-12 se skryfvaardighede, asook hul kennis en toepassingsvaardigheid ten opsigte van bepaalde taalstrukture en -konvensies;*

- *verworwe kennis en vaardighede effektief te kan toepas vir die ontwikkeling en beoordeling van temagerigte en geïntegreerde les reekse vir die onderrig van Afrikaans Huis- en Addisionele Taal in graad 7-12;*
- *die vermoë om nasionale assesseringsdokumente diepgaande te kan interpreteer en vir die assessering van leerderkennis en -vaardighede op die aangewese vlak vir die betrokke graad kan toepas en bewys kan lewer van grondige kennis van skool- en departementele modereringsprosesse; en*
- *die vermoë om relevante taalonderrig en -verwerwingsteorieë krities te kan beoordeel en sinvol kan toepas vir die ontwikkeling van geskikte leermateriaal en vir die hantering van verskillende fasette van die taalonderrigpraktyk tydens mikro-onderrig sessies en binne die WIL-periode.*

Method of delivery: Distance, Full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en 3 uur skriftelike eksamen 50%

Module code / *Modulekode*: **ARTD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Visual Arts Methodology
Titel: Visuele kuns Metodiek

On successful completion of this module the student should be able to demonstrate:

- Integrated, detailed knowledge and understanding of, as well as an ability to correctly evaluate and apply the didactical principles concerning the facilitation of the broad topics in Art (Gr 10-12): art theory, art practical, art and visual literacy and general art knowledge and analysis;
- the ability to select and independently evaluate and create different lesson plans, and evaluate, create and apply a range of different but appropriate assessment practices in Art in the FET phase;
- a thorough knowledge of and insight into art-theoretical and subject terminology, gained during previous training (appropriate degree/qualification);
- the ability to identify, analyse, critically reflect on and address complex and/or real life problems and issues in the application of practical teaching skills: WIL and micro-lessons;
- the ability to evaluate all opinions from your own well-established worldview while teaching art, and be aware of social, ethical, multicultural and inclusive contexts;
- management of learning, in respect of which a learner is able to demonstrate an ability to manage art processes in various and variable art didactical contexts; and
- the ability to recognise that problem-solving is context and system-bound and does not occur in isolation.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde, gedetailleerde kennis en begrip van, so wel as die vermoë om, die didaktiese beginsels ten opsigte van die fasilitering van die breë onderwerpe in kuns, korrek te evalueer en toe te pas soos in (Gr 10-12): kunsteorie, kunsprakties, kuns en visuele geletterdheid en algemene kennis en analisering van kuns;*
- *die vermoë om lesplanne te kies en onafhanklik te evalueer, om verskillende lesplanne te ontwerp en om 'n reeks van verskillende, dog toepaslike assesseringspraktyke vir Kuns in die VOO-fase te evalueer, te ontwerp en toe te pas;*
- *'n grondige kennis van en insig in kunsteorie en vakterminologie wat tydens vorige studies ('n toepaslike graad/kwalifikasie) verwerf is;*
- *die vermoë om komplekse en/of werklikheidsgetroue probleme en kwessies te identifiseer, analiseer en krities oor te besin gedurende die toepassing van praktiese onderrigvaardighede: WIL en mikro-lesse;*
- *die vermoë om alle menings uit eie goed gefundeerde wêreldbeskouing te evalueer, terwyl daar 'n bewustheid is van kunsonderrig en van sosiale -, etiese-, multi-kulturele -en inklusiewe kontekste;*
- *die bestuur van leer, ten opsigte waarvan 'n leerling in staat is om die kunsprosesse in verskillende en veranderlike kuns didaktiese kontekste te demonstreer; en*
- *die vermoë om in te sien dat probleemoplossing konteks en stelsel gebonde is en dat dit nie in isolasie plaasvind nie.*

Method of delivery: Distance, full-time
Metode van aflewering: *Afstand, voltyds*

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50% (including a portfolio).
Metode van assessering: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50% (ingesluit 'n portefeulje).

Module code / *Modulekode*: **ARTD 522**	Semester 2	NQF level / *NKR vlak:* 7

Title: Visual Arts Methodology
Titel: Visuele kuns Metodiek

On successful completion of this module the student should be able to demonstrate:

- a deep knowledge of and understanding of art as a component of the subject Creative Arts in the senior phase;
- detailed knowledge and informed understanding of art concepts like line, colour, texture, shape, form, perspective, and other elements and principles of art, and how it relates to other aspects of creative arts, e.g.. Music;
- practical art skills in the development of, the designing of and the production of a final art product;
- the ability to distinguish, evaluate and solve art teaching problems in unfamiliar contexts and to apply creative solutions to these problems during the planning of art activities and art lessons in the senior phase in order to develop the art skills and creativity of school learners;
- management of learning, including classroom management, in respect of which optimal teaching and learning can take place;
- specialised knowledge of the didactics of art as part of creative arts, in the senior phase, also how it relates to aspects such as multiculturalism, inclusivity and other aspects of creative arts;
- the ability to select and independently evaluate and create different lesson plans, and evaluate, create and apply a range of different but appropriate assessment practices in Art as part of Creative Arts in the Senior phase; and
- a thorough awareness of the importance of self-directed learning, and the ability to apply this in the art class.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *'n grondige kennis en begrip van kuns as 'n komponent van die vak Kreatiewe Kuns in die senior fase;*
- *gedetailleerde kennis en 'n ingeligte begrip van kunskonsepte soos lyn, kleur, tekstuur, vorm, perspektief en ander elemente en beginsels van kuns en hoe dit by ander aspekte van Kreatiewe kuns in skakel, bv. Musiek;*
- *praktiese kunsvaardighede in die ontwikkeling en ontwerp van die produksie van die finale kunswerk;*
- *die vermoë om probleme in die onderrig van Kuns te onderskei, te evalueer en in onbekende kontekste op te los en om kreatiewe oplossings vir hierdie probleme tydens die beplanning van kunsaktiwiteite en -lesse in die Senior Fase toe te pas, ten einde die kunsvaardighede en -kreatiwiteit van die leerlinge te ontwikkel;*
- *die bestuur van leer, insluitend klaskamerbestuur, sodat optimale onderrig en leer kan plaasvind;*
- *gespesialiseerde kennis van kuns didaktiek as deel van Kreatiewe kunste in die Senior fase, asook hoe dit in verband met multikulturalisme, inklusiwiteit en ander aspekte van Kreatiewe kunste staan;*
- *die vermoë om verskillende lesplanne te kies en onafhanklik te evalueer en te skep, en om 'n reeks van verskillende, dog toepaslike assesseringspraktyke in Kuns as deel van Kreatiewe kunste in die Senior fase te evalueer, te skep en toe te pas; en*
- *'n grondige bewustheid van die belangrikheid van selfgerigte leer en die vermoë om dit in die kunsklas toe te pas.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50% (including a portfolio).

Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50% (ingesluit 'n portefeulje).

Module code / *Modulekode*: **ARTS 511**	Semester 1	NQF level / *NKR vlak*: 5

Title: Creative art for the senior phase
Titel: Kreatiewe kuns vir die senior fase

On successful completion of this module the student should be able to demonstrate:

- knowledge of main characteristics of different art materials and techniques, focussing mainly on basic drawing techniques and crafts;
- the ability to apply the basic knowledge of art materials and techniques in the creative process in order to plan and complete art products;
- their skills and informed understanding of these techniques and materials in a portfolio or visual diary;
- informed knowledge of and understanding of key terms, concepts, rules, facts, principles and theories of art and art history: (Timeline from Pre-historic art to Renaissance); and
- knowledge and informed understanding of the concepts of modernism and Avant-garde in art history, pertaining to the analysis of artworks.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *kennis van die hoofkaraktertrekke van die verskillende kunsmateriaal en -tegnieke, met die klem hoofsaaklik op basiese tekentegnieke en kunsvlyt;*
- *die vermoë om die basiese kennis van kunstegniek en -materiaal toe te pas gedurende die kreatiewe proses om kunswerke te beplan en te voltooi;*
- *vaardighede en ingeligte begrip van hierdie tegnieke en materiaal in 'n portefeulje of in 'n visuele dagboek;*
- *ingeligte kennis en begrip van sleutelterme, konsepte, reëls, feite, beginsels en die teorie van kuns en kunsgeskiedenis: ('n tydslyn van Pre-historiese kuns tot en met die Renaissance); en*
- *kennis en 'n goeie begrip van die konsepte modernisme en Avant-garde in kunsgeskiedenis, wat met die analisering van kunswerke verband hou.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50% (including a portfolio).
Assesseringsmetode: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50% (ingesluit 'n portefeulje).

Module code / *Modulekode*: **ARTS 521**	Semester 1	NQF level / *NKR vlak*: 5

Title: Creative art for the senior phase
Titel: Kreatiewe kuns vir die senior fase

On successful completion of this module the student should be able to demonstrate:

- sound knowledge of drawing techniques and of different art materials, and create art products using the abovementioned knowledge and skills;
- general knowledge of the main characteristics and techniques of painting (oil, acrylic, aqua);
- the ability to apply the basic knowledge of painting techniques in a creative and orderly manner in order to successfully complete a painting;
- basic knowledge of pottery: practical skills as well as theory;
- their skills and informed understanding of these techniques and materials in a portfolio or visual diary;
- a sound knowledge of and understanding of key terms, concepts, rules, facts, principles, and theories of art and art history from Baroque to Pop art;
- basic and general knowledge and informed understanding of the concepts Post-modernism and eclecticism in art history, pertaining to the analysis of artworks;
- an ability to apply the abovementioned knowledge and skills to the teaching and learning of Art as part of Creative arts in the senior phase (i.e. pedagogical competencies); and
- critical, creative and reflective problem solving techniques within art educational and societal context.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *grondige kennis van tekentegnieke en van verskillende kunsmateriale en die skep van kunswerke terwyl bogenoemde kennis en vaardighede aangewend word;*
- *algemene kennis met betrekking tot die hoofeienskappe en -tegnieke van skilder (olie, akriel en waterverf/aqua);*
- *die vermoë om die basiese kennis van skildertegniek op 'n kreatiewe en ordelike manier toe te pas om 'n skildery suksesvol te voltooi;*
- *'n basiese kennis van pottebakkery: praktiese vaardighede, sowel as die teorie daarvan;*
- *vaardighede en goeie begrip van hierdie tegnieke en materiale in 'n portefeulje of visuele dagboek;*
- *'n grondige begrip van en 'n begrip van sleutelterme, reëls, feite, beginsels en die teorie van kuns en kunsgeskiedenis van Baroque tot Pop kuns;*
- *Basiese en algemene kennis en goeie begrip van Postmodernisme en eklektisisme in kunsgeskiedenis, met betrekking tot die toepassing daarvan op die analisering van kunswerke;*
- *'n vermoë om bogenoemde kennis en vaardighede in die onderrig en leer in Kuns as deel van Kreatiewe kunste in die Senior fase toe te pas (bv. pedagogiese vaardighede); en Kritiese-, kreatiewe- en reflektiewe-probleemoplossingstegnieke binne die opvoedkundige en sosiale kontekste van kuns.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50% (including a portfolio).
Assesseringsmetode: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50% (ingesluit 'n portefeulje).

Module code / *Modulekode:* **BSTD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Business studies methodology
Titel: Besigheidstudies Metodiek

On successful completion of this module the student should be able to:

- illustrate and apply integrated knowledge and understanding of the Curriculum and Assessment Policy Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of and the ability to apply and evaluate information regarding the principles and theories with regard to classroom management, creative teaching and active learning in the Business Studies classroom in the context of postgraduate teaching studies;
- execute critical analyses, syntheses and evaluations of quantitative- and qualitative information with regard to classroom administration, classroom organisation and record-keeping;
- effectively present academically-professional information and creatively address complex problems with regard to assessment of Business Studies teaching as well as planning and preparation of Business Studies lessons using his/her IT-skills and coherently and validly communicate as an individual or as part of a group;
- use the knowledge and skills, mastered in this module effectively to present the subject Business Studies to grade 10-12 learners using different teaching strategies and learning techniques and implement norms and values prescribed by the Department of Education to facilitate collaborative learning processes as a professional teacher; and
- the ability to select specialized subject content knowledge and integrate this with subject methodology to transform it into pedagogical content knowledge (PCK) and develop the necessary lesson presentation skills using appropriate technologies.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *illustreer en pas geïntegreerde kennis en begrip van die Kurrikulum- en assesseringsbeleidsverklaring en ander verwante onderwysbeleidsdokumente vir graad 10 – 12 toe en toon ingeligte en kritiese begrip van en die vermoë om inligting in verband met die beginsels en teorieë met betrekking tot klaskamerbestuur, kreatiewe onderrig en aktiewe leer in Besigheidstudies in die konteks van nagraadse-onderrig studies, toe te pas en te evalueer;*

- *voer kritiese analises, sinteses en evaluerings van kwantitatiewe – en kwalitatiewe inligting ten opsigte van klaskamerbestuur, -organisering en rekordhouding uit;*
- *bied akademies professionele-inligting effektief aan en spreek komplekse probleme met betrekking tot die assessering van die onderrig van Besigheidstudies kreatief aan, sowel as die beplanning en voorbereiding van Besigheidstudies lesse, deur gebruik te maak van sy/haar IT-vaardighede en kommunikeer duidelik en geldig as 'n individu of as deel van 'n groep;*
- *gebruik die kennis en vaardighede, wat in hierdie module effektief bemeester is, om die vak Besigheidstudies aan graad 10 – 12 leerlinge aan te bied deur om van die verskillende onderrigstrategieë en leermetodes gebruik te maak en implementeer norme en waardes soos deur die Departement van Onderwys voorgeskryf is om die gesamentlike leerprosesse as 'n professionele onderwyser te fasiliteer; en*
- *die vermoë om gespesialiseerde vakkennis te kies en om dit te integreer met die vakmetodiek om dit te transformeer na pedagogiese vakkennis (PVK) en om die vereiste lesaanbiedingsvaardighede te ontwikkel deur gebruik te maak van die toepaslike tegnologie.*

Method of delivery: Distance, full-time
Metode van aflewerring: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%
Assesseringsmetode: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%

Module code / *Modulekode*: **CASD 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Creative Arts methodology for the senior phase
Titel: Kreatiewe Kuns metodiek vir die senior fase

On successful completion of this module the student should be able to demonstrate:

- detailed knowledge and understanding of didactic principles such as planning lessons and work schedules in the subject Creative Arts in the senior phase;
- detailed knowledge and understanding of different educational theories and methods in the teaching of music and arts in the subject Creative Arts in the senior phase;
- the ability to select, evaluate and effectively apply different teaching methods and assessment strategies in the subject Creative Arts and debate and motivate his/her preferences;
- the ability to select, evaluate and effectively apply different models for arts integration in the senior phase subject Creative Arts;
- the ability to distinguish and solve complex and real world problems in applying practical skills during micro-lessons and practical teaching in the subject Creative Arts;
- an understanding of the ethical implications of decisions, actions and practices specifically relevant to inclusive teaching and multicultural teaching in Creative Arts education;
- management of learning, including classroom management, in respect of which optimal teaching and learning can take place; and
- a thorough awareness of the importance of self-directed learning, and the ability to apply this in the Creative Arts class.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *gedetailleerde kennis en begrip van die didaktiese beginsels soos die beplanning van lesse en werkskedules in die vak Kreatiewe kunste in die Senior fase;*
- *gedetailleerde kennis en begrip van die verskillende opvoedkundige teorieë en -metodes in die onderrig van musiek en kuns in die vak Kreatiewe kunste in die Senior fase;*
- *die vermoë om die verskillende onderrigmetodes te kies, te evalueer en die assessering strategieë effektief toe te pas in die vak Kreatiewe kunste en om sy/haar keuses te debatteer en te motiveer;*
- *die vermoë om verskillende modelle vir kunsintegrasie te kies, te evalueer en effektief toe te pas in die Senior fase vak Kreatiewe kunste;*
- *die vermoë om komplekse en werklike probleme te onderskei en op te los in die toepassing van praktiese vaardighede gedurende mikro-lesse en praktiese onderwys in die vak Kreatiewe kunste;*
- *'n begrip van die etiese implikasies van besluite, aksies en praktyke spesifiek toepaslik vir inklusiewe – en multi-kulturele onderrig in die vak Kreatiewe kunste;*
- *die bestuur van leer, insluitend klaskamerbestuur, ten opsigte waarvan optimale onderrig en leer kan plaasvind; en*

- *'n deeglike bewustheid van die belangrikheid van selfgerigteleer en die vermoë om dit in die Kreatiewe kunste klas toe te pas.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50% (including portfolio).
Assesseringsmetode: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50% (ingesluit 'n portefeulje).

Module code / *Modulekode*: **CATD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Computer Applications Technology Methodology
Titel: Rekenaartoepassingstegnologie Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of the departmental policy documents regarding Computer Applications Technology in the FET phase, the curriculum and work schedules in applicable learning contexts, as well as the organisation and administration of the computer centre;
- profound skills in the planning, preparation and presentation of both theoretical and practical lessons with a learner-centred approach, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;
- profound skills in planning, selecting and implementation of appropriate assessment techniques, methods and instruments to facilitate meaningful assessment in Computer Applications Technology;
- the ability to, individually or as part of a group/team, solve practice-related problems regarding the teaching and learning of Computer Applications Technology, and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- the ability to critically evaluate various LTSM which could be used for teaching Computer Applications Technology and make recommendations regarding the most appropriate textbook to select; and
- the ability to monitor the progress of own learning in this module and taking responsibility for attaining the outcomes.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en begrip van die departementele beleidsdokumente met betrekking tot Rekenaartoepassingstegnologie in die VOO-fase, die kurrikulum en werkskedules in die toepaslike leerkontekste, sowel as die organisasie en administrasie van die rekenaarsentrum;*
- *diepgaande vaardighede in die beplanning, voorbereiding en aanbieding van beide teoretiese en praktiese lesse binne 'n leerlinggesentreerdebenadering, met in ag neming van nuwe tegnologiese tendense en ontwikkelinge en die gebruik van toepaslike, relevante bronne;*
- *diepgaande kennis met die beplanning, uitkies en implementering van toepaslike assesseringstegnieke, -metodes en -instrumente om betekenisvolle assessering in Rekenaartoepassingstegnologie te fasiliteer;*
- *die vermoë om, individueel of as deel van 'n groep/span, praktykgerigteprobleme met betrekking tot die onderrig en leer van Rekenaartoepassingstegnologie op te los, en om die oplossing mondeling of op skrif op 'n korrekte en duidelike manier aan verskillende gehore te kommunikeer, deur van toepaslike media en tegnologie gebruik te maak;*
- *die vermoë om verskillende LTSM krities te evalueer wat vir die onderrig van Rekenaartoepassingstegnologie gebruik kan word en om aanbevelings te maak om die beste handboek te kies; en*
- *die vermoë om die vordering van eie leer in hierdie module te monitor en om verantwoordelikheid te aanvaar om hierdie uitkomste te bereik.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen.

Module code / *Modulekode*: **CATD 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Computer Applications Technology Methodology
Titel: Rekenaartoepassingstegnologie Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of application software and web page design as well as the didactics thereof in applicable learning contexts;
- profound skills in the planning, preparation and presentation of lessons with a learner-centred approach, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;
- profound skills in planning, selecting and implementation of appropriate assessment techniques, methods and instruments to facilitate meaningful assessment in application software and web page design;
- the ability to, individually or as part of a group solve practice-related problems regarding the teaching and learning of application software and web page design, and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- the ability to critically evaluate various LTSM which could be used for teaching application software and web page design and make recommendations regarding the most appropriate LTSM to select;
- the ability to develop an appropriate practical project and manage the implementation of the project; and
- the ability to monitor the progress of own learning in this module and taking responsibility for attaining the outcomes.

Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstreer:

- *geïntegreerde kennis en begrip van toepassingsprogrammatuur en webbladontwerp asook die didaktiek daarvan in toepaslike leerkontekste;*
- *grondige vaardighede in die beplanning, seleksie en implementering van toepaslike assesseringstegnieke, metodes en instrumente om betekenisvolle assessering in toepassingsprogrammatuur en webbladontwerp te fasiliteer;*
- *grondige vaardighede in die beplanning, seleksie en implementering van toepaslike assesseringstegnieke, metodes en instrumente om betekenisvolle assessering in toepassingsprogrammatuur en webbladontwerp te fasiliteer;*
- *die vermoë om individueel of as deel van 'n groep praktykverwante probleme met betrekking tot die onderrig en leer van toepassingsprogrammatuur en webbladontwerp op te los en die oplossing mondelings of skriftelik op 'n akkurate en samehangende wyse aan verskillende gehore te kommunikeer deur toepaslike media en tegnologie;*
- *die vermoë om verskeie LOOM te krities te evalueer wat gebruik kan word om toepassingsprogrammatuur en webbladontwerp te onderrig en aanbevelings te maak aangaande die toepaslike LOOM om te kies;*
- *die vermoë om 'n gepaste praktiese projek te ontwikkel en die implementering van die projek te bestuur; en*
- *die vermoë om die vordering van eie leer in hierdie module te monitor en verantwoordelikheid te neem vir die bereiking van die uitkomste.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 100%
Assesseringsmetodes: Deurlopende assessering 100%

Module code / *Modulekode*: **CBAD 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Curriculum based assessment adaptations
Titel: Kurrikulumgebaseerde assesseringsaanpassings

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and informed understanding of the different approaches, policy aspects, processes, terminology and concepts with regard to formative and summative curricular assessment practices relevant to learners experiencing barriers to learning;

- integrated knowledge and informed understanding of different adaptive methods for curriculum based assessment;
- the ability to identify, evaluate and analyse appropriate adaptive methods for curriculum based assessment with regard to different barriers to learning;
- ability to select, evaluate and apply appropriate processes and methods with regard to adaptive methods for curriculum based assessment for learners who experience different barriers to learning; and
- reflection of values, ethical conduct and justified decision making appropriate to the practice of assessing the learner experiencing different barriers to learning.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en ingeligte begrip van die verskillende benaderings, beleidsaspekte, prosesse, terminologieë en konsepte met betrekking tot die formatiewe en summatiewe kurrikulêre assesseringspraktyke toepaslik vir leerlinge wat leerstoornisse ervaar;*
- *geïntegreerde kennis en ingeligte begrip van die verskillende aanpassingsmetodes vir kurrikulumgebaseerde-assessering;*
- *die vermoë om toepaslike aanpassingsmetodes vir kurrikulumgebaseerde-assessering te identifiseer, evalueer en te analiseer ten opsigte van die verskillende leerstoornisse;*
- *die vermoë om toepaslike prosesse en metodes met betrekking tot aanpassingsmetodes vir kurrikulumgebaseerde-assessering te identifiseer, evalueer en te analiseer vir leerlinge wat verskillende leerstoornisse ervaar; en*
- *die weerspieëling van waardes, etiese gedrag en geregverdigde besluitneming toepaslik vir die assesseringspraktyke vir leerlinge wat leerstoornisse ervaar.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 2 hour written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en 1x 2 uur skriftelike eksamen 50%

Module code / *Modulekode*: **CMPF 511**	Semester 1	NQF level / *NKR vlak*: 7

Title: ICT competency for Teaching students
Titel: IKT Bevoegdheid vir Onderwysstudente

On successfull completion of this module, the student should:

- demonstrate a deep understanding of the use of information communication and technology in educational settings;
- demonstrate practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme as it is applied in education and teaching;
- demonstrate initiative in using and applying practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme for application in an educational environment;
- demonstrate problem solving abilities to plan and apply the practical use of the application programs in the teaching-learning environment; andevaluate ethical aspects regarding the use of computers in the teaching-learning environment.

Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:

- *'n goeie begrip te toon vir die gebruik van inligtingskommunikasie en tegnologie in opvoedkundige konteks;*
- *praktiese vaardighede te toon in die gebruik van woordverwerkingsprogramme, sigbladprogramme en aanbiedingsprogramme in die onderwys- en opvoedingsomgewing;*
- *inisiatief te toon in die gebruik en aanwending van praktiese vaardighede tydens die gebruik van 'n woordverwerkingsprogram, sigbladprogram en aanbiedingsprogram in 'n opvoedkundige omgewing*
- *probleemoplossingsvermoë te toon in die beplanning en toepassing van die praktiese gebruik in toepassingsprogramme in die onderrig- en leeromgewing*
- *etiese aspekte te kan evalueer in die gebruik van rekenaars in die onderrig- en leer omgewing.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 100%.
Assesseringsmetodes: Deurlopende assessering 100%.

Module code / *Modulekode*: **CTED 522**	Semester 2	NQF level / *NKR vlak*: 7
Title: Civil Technology Methodology *Titel: Siviele Tegnologie Metodiek*		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge and insight towards the content, principles, general and specific aims of the Curriculum and Assessment Policy Statement ("CAPS") for Civil Technology; • the ability to critically interpret curriculum outcomes to promote and further Civil Technology; • the ability to select, evaluate and apply a range of different characteristics of a Civil Technology teacher and learner for application in school practice; • integrated knowledge and engagement with reference to the place, influence and role of Civil Technology; • an interpretation of sound subject knowledge and content of the CAPS document and an integration to ensure development of pedagogical content knowledge; • an understanding of the content and integration of the technological process in classroom practice – theory and practical work; • sound planning of assessment as prescribed in the CAPS document; • thorough planning and assessment of the practical assessment tasks; and • ability to plan, manage and maintain a Civil Technology workshop in order to develop good safety and housekeeping practices. *Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:* • *geïntegreerde kennis en insig teenoor die inhoud, beginsels, algemene en spesifieke doelwitte van die Kurrikulum- en assesseringsbeleidsverklaring (KABV) vir Siviele tegnologie;* • *die vermoë om kurrikulumuitkomste krities te interpreteer om Siviele tegnologie te bevorder en ondersteun;* • *die vermoë om 'n reeks van verskillende karaktertrekke van 'n Siviele tegnologie-onderwyser en -leerling te kies, evalueer en in die skoolpraktyk toe te pas;* • *geïntegreerde kennis en aansluiting met verwysing na die plek, invloed en rol van Siviele tegnologie;* • *'n interpretasie en integrasie van grondige vakkennis en die inhoud van die KABV-dokument ten einde pedagogiese vakkennis te ontwikkel;* • *'n begrip van die inhoud en intergrasie van die tegnologiese prosses in die klaskamerpraktykteorie en praktiese werk;* • *goeie beplanning van assessering soos voorgeskryf in die KABV-dokument;* • *deeglike beplanning en assessering van die praktiese assesseringstake; en* • *die vermoë om 'n Siviele tegnologiewerkswinkel te beplan, bestuur en in stand te hou sodat goeie veiligheids- en huishoudingspraktyke ontwikkel word.*		
Method of delivery: Distance, full-time *Metode van aflewering: Afstand, voltyds*		
Methods of assessment: Continuous assessment 50% and 1 x 2 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%*		

Module code / *Modulekode*: **ECOD 512**	Semester 1	NQF level / *NKR vlak*: 7
Title: Economics Methodology *Titel: Ekonomie Metodiek*		
On successful completion of this module the student should be able to: • illustrate and apply integrated knowledge and understanding of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of and the ability to apply and evaluate information regarding the principles and theories with regard to classroom management, creative teaching and active learning in the economics classroom in the context of postgraduate teaching studies;		

- execute critical analyses, syntheses and evaluations of quantitative- and qualitative information with regard to classroom administration, classroom organisation and record-keeping;
- effectively present academically-professional information and creatively address complex problems with regard to assessment of Economics teaching as well as planning and preparation of Economics lessons using his/her IT-skills and coherently and validly communicate as an individual or as part of a group; and
- use the knowledge and skills, mastered in this module effectively to present the subject Economics to grade 10-12 learners using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *illustreer en pas geïntegreerde kennis en begrip van die Nasionale kurrikulumverklaring en ander dokumente vir graad 10 – 12 toe en toon 'n ingeligte en 'n kreatiewe begrip van, en die vermoë om inligting toe te pas en te evalueer met betrekking tot beginsels en teorieë van klaskamerbestuur, kreatiewe onderrig en aktiewe leer in die Ekonomie-klaskamer in die konteks van nagraadse studies;*
- *voer kritiese analise, sintese en evaluering van kwantitatiewe – en kwalitatiewe inligting met betrekking tot klaskamerpraktyk, -organisasie en rekordhouding uit;*
- *bied akademies professionele-inligting aan en spreek komplekse probleme effektief aan met betrekking tot die assessering van Ekonomie-onderrig, sowel as die beplanning en voorbereiding van Ekonomie lesse deur gebruik te maak van sy/haar IT-vaardighede en kommunikeer duidelik en geldig as 'n individue of as deel van 'n groep; en*
- *gebruik die kennis en vaardighede in hierdie module effektief om die vak Ekonomie aan graad 10-12 leerlinge te onderrig deur gebruik te maak van die verskillende onderrigstrategieë en leertegnieke, en implementeer as professionele onderwyser norme en waardes soos deur die Onderwysdepartement voorgeskryf is om gesamentlike leerprosesse te fasiliteer.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%

Module code / *Modulekode*: **EDCC 514**	Semester 1	NQF level / *NKR vlak*: 7

Title: Education theory and –law
Titel: Opvoedkunde teorie en Onderwysreg

After completion of **section A** of the module EDCC 514 (Education Theory), the student should be able to demonstrate:

- an informed understanding, as well as an integrated knowledge of a range of education theories, ideas and concepts that mark the current social science and educational landscape;
- a theoretically rigorous and conceptually integrated level of competence to apply some of the major education(al) theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, development organisations and in government departments); and
- an ability to apply theoretical understandings to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry.

After completion of **section B** of the module EDCC 514 (Education Law), the student teacher should be able to demonstrate the ability to contribute to quality education in a diverse community by having obtained the following competences:

- an integrated understanding of legislation, case law and the common law in order to select and apply a range of methods to resolve problems and introduce changes within practice;
- the identification of the nature of a problem in a case study, while analysing, evaluating and critically reflecting on the legal question by consulting relevant legislation, court cases and common law;
- the ability to process information, within a given context, with the purpose of validating and applying relevant legal principles;
- the ability to process, integrate and justify principles of professionalism according to the SACE's Code of Professional Ethics; and

- the ability to analyse and evaluate conduct of learners and educators in contemporary issues in education, for example learner discipline, social justice, cyber-bullying etc. from a legal perspective.

*Na die suksesvolle voltooiing van **Afdeling A** van die module EDCC 514 (Opvoedkunde teorie), moet die student in staat wees om die volgende te demonstreer:*

- *'n ingeligte begrip, sowel as die geïntegreerde kennis van 'n reeks opvoedkundige teorieë, ideës en konsepte wat die huidige sosiale wetenskap en opvoedkunde landskap kenmerk;*
- *'n teoreties nougesette en konseptueel geïntegreerde vlak van vaardigheid om die meerderheid opvoedkundige teorieë, – idees en – konsepte toe te pas binne hulle toekomstige opvoedkundige praktyke as professionele onderwysers wat binne 'n verskeidenheid kontekste (skole, klinieke, kolleges, universiteite, semi-staatsinstellings, nieregeringsorganisasies, ontwikkelingsorganisasies en in staatsdepartemente) werk; en*
- *die vermoë om teoretiese begrippe toe te pas in die uitvoer van basiese navorsing in die onderwys en om hulle teoretiese insigte, gebaseer op die resultate van empiriese studies te verbreed.*

*Na die suksesvolle voltooiing van **Afdeling B** van die module EDCC 514 (Onderwysreg), behoort die onderwysstudent die vermoë te hê om tot gehalte onderwys binne 'n diverse gemeenskap by te dra, deur die volgende vaardighede te kon verkry:*

- *'n geïntegreerde begrip van wetgewing, regspraak en gemenereg sodat 'n reeks metodes gekies en toegepas kan word om probleme op te los en veranderinge binne die praktyk te bewerkstellig. ;*
- *die identifisering van die kenmerke van 'n probleem binne 'n gevallestudie en terselfdertyd word die regsvraag geanaliseer, geëvalueer en krities oorweeg deur die betrokke wetgewing, hofsake en gemenereg te raadpleeg;*
- *die vermoë om inligting binne 'n gegewe konteks te verwerk, met die doel om die betrokke regsbeginsels te valideer en toe te pas;*
- *die vermoë om die beginsels van professionalisme volgens die kode van professionele etiek van SACE te proseseer, te integreer en te regverdig; en*
- *die vermoë om die gedrag van leerlinge en onderwysers oor kontemporêre kwessies in onderwys te analiseer en evalueer, byvoorbeeld om leerlingdissipline, sosiale regverdiging, kuber-geboelie, ens., uit 'n regsoogpunt te analiseer.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment / *Assesseringsmetodes:*:

Section / *Afdeling* A: Education Theory / *Opvoedkunde teorie*

Continuous assessment / *Deurlopende assessering*:

(a) for contact (on-campus) students: a class test of 10 to 15 marks at the start of every scheduled contact session on the contents of the prescribed literature, as well as on the contents of the relevant study unit in the study guide; a written pair-assignment (ten to twenty marks) to be handed in at the end of every scheduled contact session; one major, essay-type assignment of approximately 1 500 words.
vir kontakstudente (op kampus): 'n klastoets van 10 tot 15 punte aan die begin van elke geskeduleerde kontaksessie oor die inhoud van die voorgeskrewe literatuur sowel as die inhoud van die betrokke leereenheid in die studiegids; 'n geskrewe paar-opdrag (tien tot twintig punte) wat ingehandig moet word aan die einde van elke geskeduleerde kontaksessie; een hoofopdrag van ongeveer 1 500 woorde.

(b) for distance (off-campus) students: two essay-type written assignments of approximately 1 500 words each.
vir afstandstudente (af-kampus): twee opsteltipe skriftelike opdragte van ongeveer 1 500 woorde elk.

Examination: either / *Eksamen: een of die ander*

(a) a take-home exam, taking the form of an academic essay of no less than 2 000 words, for which the student has about six months to prepare (total: 100 marks), or
'n tuiseksamen, in die vorm van 'n akademiese opstel van nie minder nie as 2 000 woorde, waarvoor die student ongeveer ses maande benodig om voor te berei (totaal: 100 punte), of

(b) a two-hour written exam, consisting of four essay-type questions of which the candidate must answer any three (total: 100 marks).
'n twee uur skriftelike eksamen, bestaande uit vier opsteltipe vrae waarvan die kandidaat enige drie moet beantwoord (totaal: 100 punte).

Section B: **Education Law / *Onderwysreg***
Continuous assessment 50% and written examination 50%.
Deurlopende assessering 50% en skriftelike eksamen 50%.

Module code / *Modulekode*: **EDCC 515**	Semester 1	NQF level / *NKR vlak*: 7

Title: Assessment in Educational context
Titel: Assessering in Opvoedkundige konteks

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of the theoretical underpinnings of assessment in terms of how it is defined, its purposes and principles and the ability to **critical evaluate** assessment practices accordingly;
- an understanding of integrated assessment within the context of contemporary constructivist learning orientations and the ability to **select, apply** and **evaluate** integrated assessment in the classroom;
- critical understanding of and skills **to plan, prepare and conduct** assessment in mainstream and inclusive teaching and learning environments;
- an understanding of and the ability to apply methods to **analyse, interpret, record and report** assessment results in a professional, ethical and justified manner; and
- the ability to reflect on, review and take responsibility for assessment process and practices.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en begrip van die teoretiese onderbou van assessering ten opsigte van hoe dit gedefinieer word, die doel en die beginsels daarvan en die vermoë om die assesseringspraktyke dienooreenkomstig **krities te evalueer**;*
- *'n begrip van geïntegreerde assessering binne die konteks van kontemporêre/hedendaagse konstruktivistiese leeroriëntasies en die vermoë om geïntegreerde assessering in die klaskamer te kies, toe te pas en te **evalueer**;*
- *'n kritiese begrip van en vaardighede om, assessering in die hoofstroom – en inklusiewe onderrig-en-leeromgewings **te beplan, voor te berei en uit te voer**;*
- *'n begrip van en die vermoë om, die metodes toe te pas om die assesseringsresultate op 'n professionele, etiese en regverdige manier te **analiseer, interpreteer, rekordeer en te rapporteer**; en*
- *die vermoë om die assesseringsprosesse en -praktyke te oordink, te hersien en die verantwoordelikheid daarvoor te aanvaar.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50 % and take home or written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en huis toe neem of skriftelike eksamen 50%

Module code / *Modulekode*: **EDCC 516**	Semester 1	NQF level / *NKR vlak*: 7

Title: Professional and Curriculum Studies
Titel: Professionele en Kurrikulumstudies

On successful completion of this module the learner should be able to demonstrate:

- demonstrate integrated knowledge in terms of the theoretical underpinnings and principles of the development and implementation of a curriculum and teaching as a profession;
- comprehend and evaluate curriculum changes and teaching as a profession over a specific period within the South African context;
- contextualise and interpret relevant educational concepts that relate to the current school curriculum and teaching as a profession;
- demonstrate the ability to select, evaluate and apply a range of different but appropriate teaching strategies within the context of the South African school curriculum;
- access, process and manage official school policy documents in order to develop curriculum and teaching tools;
- develop and apply teaching strategies and instructional skills by means of developing effective lesson plans; and
- demonstrate integrated knowledge of LTSM (Learning and teaching support material) and ICT (Information and communication technology).

Na voltooiing van hierdie module, moet die student in staat wees om die volgende te doen:

- *demonstreer geïntegreerde kennis ten opsigte van die teoretiese onderbou en beginsels van die ontwikkeling en implementering van 'n kurrikulum en onderwys as 'n beroep;*
- *verstaan en evalueer kurrikulumverandering en onderwys as 'n beroep binne die Suid-Afrikaanse konteks vir 'n spesifieke tydperk;*
- *kontekstualiseer en interpreteer toepaslike konsepte wat betrekking het op die huidige skoolkurrikulum en onderwys as 'n beroep;*
- *demonstreer die vermoë om 'n reeks verskillende, maar toepaslike onderrigstrategieë, binne die konteks van die Suid-Afrikaanse skoolkurrikulum te kies, evalueer en toe te pas;*
- *verkry toegang, verwerk en bestuur amptelike beleidsdokumente ten einde kurrikulum- en onderriginstrumente te ontwikkel;*
- *ontwikkel en pas onderrigstrategieë en -vaardighede toe deur die ontwikkeling van doeltreffende lesplanne; en*
- *demonstreer geïntegreerde kennis van LTSM/LOOM (leer en onderrig-ondersteuningsmateriaal) en IKT (inligting- en kommunikasietegnologie).*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **EDCC 517**	Semester 1	NQF level / *NKR vlak*: 7

Title: Work Integrated Learning
Titel: Werkgeïntegreerde Leer

On successful completion of this module the student should be able to demonstrate:

- detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise) as well as the ability to evaluate and solve routine problems related to classroom practise and to teach in and effectively manage a positive learning environment;
- the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment and performing and managing formative and summative assessment; including extra-curricular activities;
- the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment;
- the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);
- the ability to execute guided education orientated, project-based tasks (service learning);
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and
- detailed knowledge and understanding of the required language proficiency.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *gedetailleerde en gespesialiseerde kennis en begrip van die praktykgebaseerde-kennis wat op die klaskamerpraktyk gebaseer is (in die praktyk en vanuit die praktyk) so wel as die vermoë om roetine probleme wat op die klaskamer van toepassing is, te evalueer en op te los en om te leer en effektief die positiewe leeromgewing te bestuur;*
- *die vermoë om te kies, evalueer en om die onderwyser se verantwoordelikhede toe te pas in die bestuur van 'n klaskamer en om leer te fasiliteer in 'n diverse opvoedkundige omgewing en om formatiewe en summatiewe assessering, insluitend buite- kurrikulêre aktiwiteite uit te voer en te bestuur;*
- *die vermoë om te kies, evalueer en die onderwyser se verantwoordelikhede in die fasiliteer van leer binne 'n diverse onderwysomgewing toe te pas*
- *die vermoë om probleme binne die onderwys te identifiseer, analiseer en om projekgebaseerde leertake te lei (in die praktyk en vanuit die praktyk) en krities te bekyk;*
- *die vermoë om geleide, onderwysgerigte projekgebaseerde take uit te voer (in-diens-opleiding).*
- *verantwoordbare aksies wat in ooreenstemming is met die kode van gedrag soos uiteengesit is in die Suid-Afrikaanse raad vir onderwysers (SARO); en*
- *gedetailleerde kennis en begrip van die vereiste taalvaardigheid.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 100%

Assesseringsmetodes: Deurlopende assessering 100%

Module code / *Modulekode*: **EDCC 524**	Semester 2	NQF-level /*NKR vlak*: 7

Title: Educational Psychology
Titel: Opvoedkundige Sielkunde

On successful completion of this module the student should be able to demonstrate:

- discipline-specific detailed conceptual as well as theoretical knowledge and informed understanding with regard to educational and developmental psychology;
- detailed knowledge and informed understanding of the international and national movement towards inclusive education as well as the national policies that guide the implementation of inclusive education in South Africa;
- the necessary skills, attitudes and values to render support to learners who experience barriers to learning and development in an inclusive classroom;
- knowledge and awareness of, as well as a personal reflection on their professional ethical conduct towards all learners.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *dissipline-spesifieke konseptuele -, sowel as teoretiese kennis en ingeligte begrip met betrekking tot opvoedkundige – en ontwikkelingsielkunde;*
- *gedetailleerde kennis en 'n ingeligte begrip van die nasionale en internasionale beweging na inklusiewe-onderrig, sowel as die nasionale beleide wat die implementering van inklusiewe onderwys in Suid-Afrika lei;*
- *die nodige vaardighede, houdings en waardes sodat leerlinge wat leerstoornisse en ontwikkelingstoornisse ervaar, ondersteuning in 'n inklusiewe klas ontvang; en*
- *kennis en bewustheid, sowel as 'n persoonlike weerspieëling, van hulle professioneel-etiese gedrag teenoor alle leerlinge.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **EDCC 525**	Semester 2	NQF-level / *NKR vlak*: 7

Title: Education Systems and Administration
Titel: Onderwysstelsels en -bestuur

On successful completion of this module the student should be able to demonstrate the ability to:

- contribute to quality education in a diverse community;
- have a deep knowledge and understanding of the nature and aims of the South African education system;
- function within this system to the advantage of the South African community and to contribute to the solution of challenges and the promotion of social responsibility;
- have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflexive problem-solving skills within an educational and societal context;
- have the ability to integrate education management, theory and practice; and
- to develop professional classroom management skills in a diverse and changing national and international context.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende vermoë te demonstreer:

- *om tot kwaliteit onderwys in 'n uiteenlopende gemeenskap by te dra;*
- *beskik oor 'n grondige kennis en begrip van die aard en doelwitte van die Suid-Afrikaanse onderwysstelsel;*
- *funksioneer binne hierdie stelsel tot voordeel van die Suid-Afrikaanse gemeenskap en om by te dra tot die oplossing van uitdagings en die bevordering van sosiale verantwoordelikheid;*
- *beskik oor die vermoë om die eksterne invloede op die onderwysstelsel en die klaskamer te evalueer, ten einde kritiese, kreatiewe en refleksiewe probleemoplossende-vaardighede binne 'n opvoedkundige en maatskaplike konteks te ontwikkel;*
- *beskik oor die vermoë om onderwysbestuur, -teorie en -praktyk te integreer; en*

- *om professionele klaskamerbestuursvaardighede binne 'n diverse en veranderende nasionale – en internasionale konteks te ontwikkel.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **EDCC 527**	Semester 2	NQF level / *NKR vlak*: 7

Title: Work Integrated Learning
Titel: Werkgeïntegreerde Leer

On successful completion of this module the student should be able to demonstrate:

- detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise) as well as the ability to evaluate and solve routine problems related to classroom practise and to teach in and effectively manage a positive learning environment;
- the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment and performing and managing formative and summative assessment; including extra-curricular activities;
- the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment;
- the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided problem-based learning tasks (in practise and from practise);
- the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and
- detailed knowledge and understanding of the required language proficiency.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *gedetailleerde en gespesialiseerde kennis en begrip van die praktykgebaseerde-kennis wat op die klaskamerpraktyk gebaseer is (in die praktyk en vanuit die praktyk) so wel as die vermoë om roetine probleme wat op die klaskamer van toepassing is, te evalueer en op te los en om te leer en effektief die positiewe leeromgewing te bestuur;*
- *die vermoë om te kies, evalueer en om die onderwyser se verantwoordelikhede toe te pas in die bestuur van 'n klaskamer en om leer te fasiliteer in 'n diverse opvoedkundige omgewing en om formatiewe en summatiewe assessering, insluitend buite- kurrikulêre aktiwiteite uit te voer en te bestuur;*
- *die vermoë om te kies, evalueer en die onderwyser se verantwoordelikhede in die fasiliteer van leer binne 'n diverse onderwysomgewing toe te pas*
- *die vermoë om probleme binne die onderwys te identifiseer, analiseer en om projekgebaseerde leertake te lei (in die praktyk en vanuit die praktyk) en krities te bekyk;*
- *die vermoë om geleide, onderwysgerigte projekgebaseerde take uit te voer (in-diens-opleiding).*
- *verantwoordbare aksies wat in ooreenstemming is met die kode van gedrag soos uiteengesit is in die Suid-Afrikaanse raad vir onderwysers (SARO); en*
- *gedetailleerde kennis en begrip van die vereiste taalvaardigheid.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 100%
Assesseringsmetodes: Deurlopende assessering 100%

Module code / *Modulekode*: **EGDD 512**	Semester 1	NQF-level / *NKR vlak*: 7

Title: Engineering Graphics and Design
Titel: Ingenieursgrafika en Ontwerp

On successful completion of this module the student should be able to demonstrate the following:

- integrated knowledge and informed understanding of Engineering Graphics and Design terminology, techniques and codes of practice and ethics and the ability to skilfully apply the codes of practice, methods, and techniques of subject theory;
- the ability to analyse, select, evaluate and skilfully apply teaching methods and techniques;
- the ability to use discipline-specific methods and skills to solve contextual problems; and

- the ability to access and communicate discipline-specific information.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en ingeligte begrip van Ingenieurs Grafika en ontwerp se terminologie, tegnieke en praktykkodes en etiek, en die vermoë om die praktykkodes, metodes en tegnieke van die vakteorie met vaardigheid toe te pas;*
- *die vermoë om onderrigmetodes en tegnieke te analiseer, kies, evalueer en met vaardigheid toe te pas;*
- *die vermoë om dissiplinespesifiekemetodes en -vaardighede te gebruik om kontekstuele probleme op te los; en*
- *die vermoë om toegang tot dissiplinespesifieke-inligting te verkry en te kommunikeer*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 2 hours written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **EGDD 522**	Semester 2	NQF-level / *NKR vlak*: 7

Title: Engineering Graphics and Design
Titel: Ingenieursgrafika en Ontwerp

On successful completion of this module the student should be able to demonstrate the following:

- integrated knowledge and informed understanding of Engineering Graphics and Design terminology, techniques and codes of practice and ethics and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;
- the ability to analyze, select, evaluate and apply teaching methods and techniques;
- the ability to use discipline-specific methods and skills to solve contextual problems;
- the ability to access and communicate discipline-specific information;
- ability to plan and create relevant 2-D computer aided drawings; and
- the ability to plan, organise and manage a Engineering Graphics and Design classroom.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en ingeligte begrip van Ingenieurs Grafika en ontwerp se terminologie, tegnieke en praktykkodes en etiek, en die vermoë om die praktykkodes, metodes en tegnieke van die vakteorie met vaardigheid toe te pas;*
- *die vermoë om onderrigmetodes en tegnieke te analiseer, kies, evalueer en met vaardigheid toe te pas;*
- *die vermoë om dissiplinespesifiekemetodes en -vaardighede te gebruik om kontekstuele probleme op te los;*
- *vermoë om relevante 2-D rekenaargesteunde tekeninge te beplan en te skep;*
- *die vermoë om 'n klaskamer van Ingenieursgrafika en ontwerp te beplan, te organiseer en te bestuur.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 2 hours written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **ENTL 521**	Semester 2	NQF-level / *NKR vlak*: 7

Title: English as medium of instruction
Titel: Engels as medium van instruksie

On successful completion of this module the student should be able to demonstrate the following:

- apply and use integrated knowledge of the subject content;
- prepare lessons on different subjects, e.g. History, Mathematics, **integrating language** into subject lessons;
- provide, organise and present new information;
- **evaluate** different sources of information and **apply well-developed** processes of analysis, synthesis and evaluation to that information
- mark transitions between sections of the work;
- understand **ethical implic**ations of and awareness of **ethical dilemmas;**
- establish and maintain relationships;

- exchange messages such as letters, reports and circulars; ability to present and **communicate complex** information reliably; and
- coherently use **appropriate** academic and professional **discourse.**

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *toepassing en gebruik van geïntegreerde kennis van die vakinhoud;*
- *vermoë om lesse oor verskillende vakke voor te berei, bv. Geskiedenis, Wiskunde, en die integrasie van taal in vak lesse;*
- *verskaffing, organisering en aanbieding van nuwe inligting;*
- *evaluering van verskillende inligtingsbronne en die toepassing van goed ontwikkelde prosesse van analise, sintese en evaluering op daardie inligting;*
- *merk oorgange tussen afdelings van die werk;*
- *die etiese implikasies van en bewustheid van etiese dilemmas te verstaan;*
- *vermoë om verhoudings te vestig en in stand te hou;*
- *vermoë om boodskappe soos briewe, verslae en omsendbriewe uit te ruil en om komplekse inligting betroubaar te kommunikeer;*
- *die vermoë om akademiese en professionele diskoers samehangend te gebruik.*

Method delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous Assessment 100%.
Assesseringsmetodes: Deurlopende assessering 100%.

Module code / *Modulekode*: **ENGD 512**	Semester 1	NQF-level / *NKR vlak*: 7

Title: English Methodology
Titel: Engels Metodiek

On successful completion of this module the student should be able to demonstrate the following:

- apply appropriate teaching and learning principles in the senior and FET phases for teaching English to learners from diverse backgrounds and cultures;
- interpret departmental policy documents prescribed for each phase of learning in order to plan effectively;
- demonstrate systematic and comprehensive skills in the planning and presentation of English language and literature lessons;
- demonstrate sophisticated competence as educator in the selection of appropriate learning material and teaching strategies for the senior and FET phase;
- demonstrate refined and cultivated values regarding the English language teaching profession and showing responsibility towards learners and the community.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *toepassing van onderrig- en leerbeginsels om Engels aan verskillende agtergronde en kulture in die senior- en VOO-fases te onderrig;*
- *vermoë om departementele beleidsdokumente te interpreteer wat voorgeskryf is vir elke fase van leer ten einde doeltreffend te beplan;*
- *demonstreer sistematiese en omvattende vaardighede in die beplanning en aanbieding van Engelse taal- en literatuurlesse;*
- *demonstreer as opvoeder, gesofistikeerde bevoegdheid in die keuse van toepaslike leermateriaal en onderrigstrategieë vir die senior en VOO-fase;*
- *demonstreer verfynde en verboude waardes rakende die Engelse taalonderrigprofessie en toon verantwoordelikheid teenoor leerders en die gemeenskap.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **ENGD 522**	Semester 2	NQF-level / *NKR vlak*: 7

Title: English Methodology
Titel: Engels Metodiek

On successful completion of this module the student should be able to demonstrate the following:

- demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for the senior and FET phases;
- demonstrate systematic and comprehensive skills in the planning and presentation of English lessons and learning programmes;
- demonstrate systematic and comprehensive skills in the interpretation of prescribed departmental policy documents;
- demonstrate sophisticated competence as educator in the selection of appropriate learning material and teaching strategies for the senior and FET phase for learners from diverse backgrounds and cultures
- demonstrate refined and cultivated values regarding the English language teaching profession and showing responsibility towards learners and the community.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *demonstreer omvattende kennis van beginsels rakende die beplanning van lesse vir die onderrig van Engelse Eerste Addisionele Taal vir die Senior en VOO-fases;*
- *demonstreer sistematiese en omvattende vaardighede in die beplanning en aanbieding van Engelse lesse en leerprogramme;*
- *demonstreer sistematiese en omvattende vaardighede in die interpretasie van voorgeskrewe departementele beleidsdokumente;*
- *demonstreer as opvoeder, gesofistikeerde bevoegdheid in die keuse van toepaslike leermateriaal en onderrigstrategieë vir die senior en VOO-fase;*
- *demonstreer verfynde en verboude waardes rakende die Engelse taalonderrigprofessie en toon verantwoordelikheid teenoor leerders en die gemeenskap.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **ETED 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Electrical Technology Methodology
Titel: Elektriese Tegnologie Metodiek

On successful completion of this module the student should be able to:

- demonstrate integrated knowledge with regard to the general field of electrical technology and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET and FET phases;
- demonstrate ability to critically implement the Curriculum and Assessment Policy Statement (CAPS) in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risks to injury within the context of Electrical Technology as a school subject within the GET and FET phases; and
- demonstrate an ability to critically select and apply appropriate and subject specific teaching methodologies and strategies related to Electrical Technology in the GET and FET phases.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te doen:

- *demonstreer geïntegreerde kennis met betrekking tot die algemene veld van elektriese tegnologie met spesifieke insig in daardie aspekte wat van toepassing is op Elektriese Tegnologie as 'n skoolvak in die AOO- en VOO-fase;*
- *demonstreer die vermoë om die Kurrikulum- en assesseringsbeleidsverklaring (KABV) krities toe te pas ten einde gekontekstuele elektriese-ingenieursweseprobleme wat verwant is aan die voorgeskrewe kurrikulum in die AOO- en VOO-fase, op te los;*
- *tree op 'n eties verantwoordelike manier in die werksplek op en dra tot 'n veilige werksomgewing by;*
- *demonstreer geïntegreerde kennis van en kom verantwoordelike gedrag na volgens die voorgeskrewe prosedure en maatreëls, wat veiligheid bevorder en moontlike risiko's vir*

besering binne die konteks van Elektriese Tegnologie as 'n skoolvak binne die AOO– en VOO-fase bevorder; en

- *demonstreer 'n vermoë om geskikte en vakspesifieke-onderrigmetodologieë en –strategieë wat aan Elektriese Tegnologie in die AOO– en VOO-fase verwant is, krities te kies en toe te pas.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 2 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **GEOD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Geography Methodology
Titel: Geografie Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of and an ability to apply and evaluate design and effective implementation of Geography learning experiences;
- integrate theory and practical components with regard to curriculum development and act as a curriculum planner in Geography education;
- detailed knowledge of the application of integrated critical skills to ensure that summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are effectively implemented;
- integrated knowledge of the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography Department and personnel;
- take full responsibility for own learning needs, monitoring of own learning progress and application of learning strategies and management of resources to successfully realize all the module outcomes of the module; and
- act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, either in writing or orally.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en begrip van en die vermoë om ontwerp te kies en te evalueer en Geografie-leerondervinding effektief te implementeer;*
- *integreer teorie en praktiese komponente met betrekking tot kurrikulumontwikkeling en tree op as 'n beplanner van Geografie-onderrig;*
- *gedetailleerde kennis van die toepassing van geïntegreerde kritiese vaardighede om te verseker dat summatiewe – en formatiewe-deurlopende-assesseringsmetodes, -tegnieke en -eksaminering van Geografiekennis effektief geïmplementeer word;*
- *geïntegreerde kennis van die effektiewe bestuur en organiseer van 'n Geografieklaskamer, so wel as die bestuur en evaluering van die departement Geografie en die personeel;*
- *neem volle verantwoordelikheid vir eie leerbehoeftes, monitering van eie leervordering en die toepassing van leerstrategieë, en die bestuur van hulpbronne om al die module-uitkomste suksesvol te bereik; en*
- *tree op 'n eties korrekte en waardegedrewe manier, binne alle operasionele omstandighede en vorms van kommunikasie, beide skriftelik of mondeling, op*.

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **HISD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: History Methodology
Titel: Geskiedenis Metodiek

On successful completion of this module the student should be able to demonstrate:

- an integrated knowledge and understanding and the ability to evaluate and apply key terms and concepts in the methodology of History teaching in the FET phase within the context of the Curriculum and Assessment Policy Statement (CAPS);

- the ability to identify, select and critically evaluate and apply primary and secondary sources, teaching, learning and assessment strategies, LTSM's, approaches to examination and testing and to apply it in a History class;
- the ability to practically plan, design and creatively present a History lesson; and
- a reflection of all values of an ethical-professional nature and justifiable decision making in a multicultural History class appropriate to the context of the Manifest for Values, Education and Democracy.

Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en begrip en die vermoë om sleutelterme en -konsepte in die metodologie van Geskiedenisonderrig vir die VOO-fase, binne die konteks van die Kurrikulum- en assesseringsbeleidsverklaring (KABV) te evalueer en toe te pas;*
- *die vermoë om primêre en sekondêre bronne, onderrig-, leer- en assessering strategieë. LOOM, eksamineringbenaderings en toetsing te identifiseer, te kies en krities te evalueer en om dit in die Geskiedenisklas toe te pas;*
- *die vermoë om 'n Geskiedenisles prakties te beplan, te ontwerp en kreatief aan te bied; en 'n weerspieëling van alle waardes van 'n eties professionele aard en regverdige besluitneming in 'n multikulturele Geskiedenisklas, toepaslik tot die konteks van die Manifes van waardes, onderwys en demokrasie.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **INTD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Information Technology Methodology
Titel: Inligtingstegnologie Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of the departmental policy documents regarding Information Technology in the FET phase, the curriculum and work schedules in applicable learning contexts, as well as the organisation and administration of the computer centre;
- profound skills in the planning, preparation and presentation of both theoretical and practical lessons with a learner-centred approach, and the evaluation of appropriate learning material, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;
- profound skills in planning, selecting and implementation of appropriate assessment techniques, methods and instruments to facilitate meaningful assessment in Information Technology;
- the ability to, individually or as part of a group/team, solve practice-related problems regarding the teaching and learning of Information Technology, and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- the ability to critically evaluate and debate the profiles of successful Information Technology facilitators and learners, and, based on research, make recommendations regarding the accommodation of learners with special needs in the Information Technology class; and
- the ability to monitor the progress of own learning in this module and taking responsibility for attaining the outcomes.

Na voltooiing van die module moet die student in staat wees om:

- *geïntegreerde kennis en begrip van departementele beleidsdokumente met betrekking tot Inligtingstegnologie in die VOO-fase, kurrikulum en werkskedules binne gepaste leerkontekste, so wel as die organiseer en administreer van die rekenaarsentrum;*
- *diepgaande vaardighede in die beplanning, voorbereiding en aanbied van beide teoretiese en praktiese lesse binne 'n leerlinggesentreerdebenadering en die evaluering van gepaste leerhulpmiddels, neem nuwe tegnologiese tendense en ontwikkelings in ag en gebruik toepaslike, relevante bronne;*
- *diepgaande vaardighede in die beplanning, kies en implementering van gepaste assesseringstegnieke, -metodes en -instrumente om betekenisvolle assessering in Inligtingstegnologie te fasiliteer;*

- *die vermoë om, individueel of as deel van 'n groep/span, praktykgerigteprobleme ten opsigte van die onderrig en leer van Inligtingstegnologie op te los en om die oplossing mondelings of skriftelik op 'n noukeurige en duidelike manier aan verskillende gehore, deur gebruikmaking van gepaste media en tegnologie, oor te dra;*
- *die vermoë om die profiel van suksesvolle Inligtingstegnologie-fasiliteerders en -leerlinge te evalueer en debateer, en gebaseer op navorsing, om aanbevelings met betrekking tot die leerlinge met spesiale behoeftes in die Inligtingstegnologieklas te maak; en*
- *die vermoë om die vordering van die eie leer in hierdie module te monitor en neem die verantwoordelikheid om die uitkomste te behaal.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 100%.
Assesseringsmetodes: Deurlopende assessering 100%.

Module code / *Modulekode*: **INTD 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Information Technology Methodology
Titel: Inligtingstegnologie Metodiek

On successful completion of this module the student should be able to demonstrate:

- the use of integrated knowledge and practical skills regarding the use, design and critical evaluation of databases, the development of object-oriented programs in Delphi, as well as the didactics thereof in applicable learning contexts;
- profound skills in the planning, preparation and presentation of lessons with a learner-centred approach, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;
- profound skills in planning, selecting and implementation of appropriate assessment techniques, methods and instruments to facilitate meaningful assessment in databases and object oriented programming in Delphi;
- the ability to, individually or as part of a group, solve practice-related problems regarding the teaching and learning of databases and object-oriented programming in Delphi and communicate solutions verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- the ability to develop an appropriate practical project and manage the implementation of the project; and
- the ability to monitor the progress of own learning in this module and taking responsibility for attaining the outcomes.

Na voltooiing van die module moet die student in staat wees om:

- *die gebruik van geïntegreerde kennis en praktiese vaardighede rakende die gebruik, ontwerp en kritiese evaluering van databasisse, die ontwikkeling van objekgeoriënteerde programme in Delphi, asook die didaktiek daarvan in toepaslike leerkontekste;*
- *diepgaande vaardighede in die beplanning, voorbereiding en aanbieding van lesse met 'n leerdergesentreerde benadering, met inagneming van nuwe tegnologiese tendense en ontwikkelings en toepaslike relevante bronne;*
- *diepgaande vaardighede in die beplanning, seleksie en implementering van toepaslike assesseringstegnieke, metodes en instrumente om betekenisvolle assessering in databasisse en objekgeoriënteerde programmering in Delphi te fasiliteer;*
- *die vermoë om individueel of as deel van 'n groep op te tree, praktykgerigte probleme rakende die onderrig en leer van databasisse en objekgeoriënteerde programmering in Delphi op te los en oplossings mondelings of skriftelik op 'n akkurate en samehangende manier aan verskillende gehore te kommunikeer deur toepaslike media en tegnologie;*
- *die vermoë om 'n toepaslike praktiese projek te ontwikkel en die implementering van die projek te bestuur;*
- *die vermoë om die vordering van eie leer in hierdie module te monitor en verantwoordelikheid te neem vir die bereiking van die uitkomste.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 100%.
Assesseringsmetodes: Deurlopende assessering 100%.

Module code / *Modulekode*: **LABD 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Economic Management Sciences Methodology
Titel: Ekonomiese Bestuurswetenskappe Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of EMS related teaching strategies, planning and assessment; and an understanding of how that knowledge relates to teaching EMS;
- understanding of contested knowledge within the field of EMS and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge of the field of teaching EMS in the senior phase;
- ability to identify, analyse, critically reflect on and address complex EMS-related problems; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of teaching EMS in the senior phase;
- accurate and coherent written and verbal communication assignments, this must be related to the practice-requirements of teaching EMS in the senior phase;
- management of a team, group, system and process in an unfamiliar context in order to solve tourism education problems, by monitoring the progress of the team, group and process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realise all outcomes of this module.

Na voltooiing van die module moet die student in staat wees om:

- *geïntegreerde kennis en begrip van, sowel as die vermoë om die sleutel terme, konsepte, feite en beginsels korrek te evalueer vir verskillende areas of binne die veld van EWB-verwante strategieë, -beplanning en -assessering en 'n begrip van hoe die kennis verwant is aan die onderrig van EBW;*
- *'n begrip van betwiste kennis in die veld van EBW en 'n kritiese evaluering van die toepassing van die reeds genoemde teorieë, beginsels en kennis in die veld van die onderrig van EBW in die Senior fase;*
- *die vermoë om komplekse EBW-verwante probleme te identifiseer, analiseer, kritiek oor te besin en om bewysgebaseerde -, praktykgedrewe – of bewese oplossings met teoriegedrewe-argumente toe te pas;*
- *die weerspieëling van waardes, etiese gedrag en verdedigbare besluitneming toepaslik tot die praktyk van die onderrig van EBW in die Senior fase;*
- *akkurate en samehangende geskrewe- en mondelinge kommunikasiewerkstukke, moet verwant wees aan die praktykgerigte vereistes vir die onderrig van EBW in die Senior fase;*
- *die bestuur van 'n span, groep, stelsel en proses in 'n onbekende konteks om sodoende probleme in die onderrig van toerisme op te los deur die monitering van die vordering van die span, groep en proses, en neem verantwoordelikheid vir die taakuitkomste en die toepassing van gepaste hulpbronne waar nodig; en*
- *neem volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering en die bestuur van alle hulpbronne sodat alle uitkomste in hierdie module suksesvol bereik word.*

Method of delivery: Distance, full-time
Metodes van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **LAND 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Natural Sciences Methodology
Titel: Natuurwetenskappe Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of what the behaviour of a Natural Sciences teacher, teaching grade 8 and 9 Natural Science, encompasses and use the acquired knowledge while engaging in micro-teaching and work integrated learning to act as a reflective practitioner;

- integrated knowledge of and engagement in indigenous knowledge to promote the contextual teaching of science;
- from the perspective of a problem based learning approach and the scientific method an ability to critically interrogate multiple sources of knowledge, e.g.. policy documents, learner textbooks and articles in Natural Sciences teaching to critically evaluate, review, select and/or design effective learning and assessment experiences and show an understanding of the complex nature of teaching; and
- accurate, coherent and reflective scientific written and verbal communication of the day-to-day activities of the Natural Sciences teacher.

Na voltooiing van die module moet die student in staat wees om:

- *geïntegreerde kennis en begrip van wat die gedrag van 'n Natuurwetenskappe onderwyser, wat graad 8 en 9 Natuurwetenskappe onderrig, omvat en gebruik die verworwe kennis tydens mikro-onderrig en werkgeïntegreerde leer om as 'n nadenkende praktisyn op te tree;*
- *geïntegreerde kennis van en betrokkenheid in inheemse kennis om die kontekstuele onderrig van wetenskap te bevorder;*
- *uit die oogpunt van 'n probleemgebaseerdeleerbenadering en die wetenskaplike metode, 'n vermoë om veelvuldige bronne van kennis krities te bestudeer, bv. beleidsdokumente, leerlinghandboeke en artikels oor die onderrig van Natuurwetenskappe, om effektiewe leer- en assesseringsondervinding krities te evalueer, te hersien en/of ontwerp en toon 'n begrip vir die komplekse aard van onderrig; en*
- *akkurate, samehangende en reflektiewe geskrewe en mondelinge kommunikasie van die dag-tot-dag aktiwiteite van 'n Natuurwetenskappe onderwyser.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50 % en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **LASD 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Social Science Methodology
Titel: Sosiale wetenskappe Metodiek

On successful completion of this module the student should be able to demonstrate:

- an integrated knowledge and understanding and the ability to evaluate and apply key terms and concepts in the methodology of Social Sciences teaching in the senior phase within the context of the Curriculum and Assessment Policy Statement (CAPS);
- the ability to identify, select and critically evaluate and also practically apply the source-based approach, ICT and different teaching approaches in the Social Sciences classroom;
- the ability to select, evaluate and apply a range of different but appropriate lessons, learning experiences, worksheets, assessment rubrics, tests/examinations and memoranda regarding synoptic weather maps, topographical maps, aerial photos and the construction of graphs and diagrams applicable to the different grades in the senior phase of the Social Sciences; and
- a reflection of values of an ethical-professional nature in a multicultural Social Sciences classroom and in the context of the Manifest for Values, Education and Democracy.

Na voltooiing van die module moet die student in staat wees om:

- *'n geïntegreerde kennis en begrip en die vermoë om sleutelterme en -konsepte in die metodologie van Sosialewetenskappe-onderrig in die Senior fase, binne die konteks van die Kurrikulum- en assesseringsbeleidsverklaring (KABV), te evalueer en toe te pas;*
- *die vermoë om die brongebaseerdebenadering, IKT en die verskillende onderrigbenaderings in die Sosialewetenskappe klas te identifiseer, kies en krities te evalueer, asook prakties toe te pas;*
- *die vermoë om 'n reeks verskillende, maar gepaste lesse, leerondervindings, werksblaaie, assesseringsrubrieke, toetse/eksamens en memorandums met betrekking tot sinoptiese weerkaarte, lugfoto's en die konstruksie van grafieke en diagramme, toepaslik vir die verskillende grade in die Senior fase van Sosialewetenskappe te kies, evalueer en toe te pas; en*
- *'n weerspieëling van die waardes van 'n eties professionele aard in 'n multikulturele Sosialewetenskappe klaskamer en in die konteks van die Manifes vir waardes, onderwys en demokrasie.*

Method of delivery: Distance, full-time

Assesseringsmetodes: Afstand, voltyds
Methods of assessment: Continuous assessment 50% and 1x3 hour written examination 50 %. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.*

Module code / *Modulekode*: **LIFD 512**	Semester 1	NQF level / *NKR vlak*: 7
Title: Life Sciences Methodology *Titel: Lewenswetenskappe Metodiek*		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge and understanding of what being a reflective Life Sciences teacher encompasses and to use the acquired knowledge while engaging in micro-teaching and work integrated learning, to act as a reflective practitioner; • from the perspective of an inquiry learning approach and the scientific method, an ability to critically review multiple sources of information, e.g. policy documents, learner textbooks and articles in Life Sciences teaching to critically evaluate, review, select and/or design effective learning and assessment experiences and show an understanding of the complex nature of teaching; and • accurate, coherent and reflective scientific written and verbal communication of the day-to-day activities of the Life Sciences teacher. *Na voltooiing van die module moet die student in staat wees om:* • *geïntegreerde kennis en begrip van wat 'n denkende Lewenswetenskappe-onderwyser omvat en om die aangeleerde kennis te gebruik terwyl hy/sy besig is met mikro-onderrig en werksgeïntegreerde leer, om as 'n denkende praktisyn op te tree;* • *uit die gesigspunt van 'n ondersoekende-leerbenadering en 'n wetenskaplike metode, die vermoë om veelvuldige bronne van inligting, bv. beleidsdokumente, leerlinghandboeke en artikels oor Lewenswetenskappe-onderrig krities te evalueer, hersien en kies en/of ontwerp effektiewe leer- en assesseringsondervindinge, en wys 'n begrip vir die komplekse aard van onderrig; en* • *akkurate, samehangende en reflektiewe wetenskaplik geskrewe en verbale kommunikasie oor die dag-tot-dag aktiwiteite van 'n Lewenswetenskappe onderwyser*.		
Method of delivery: Distance, full-time *Metode van aflewering: Afstand, voltyds*		
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.*		

Module code / *Modulekode*: **LIFF 522**	Semester 2	NQF level / *NKR vlak*: 7
Title: Life Skills for Educator *Titel: Lewensvaardighede vir onderwyser*		
On successful completion of this module the student should be able to demonstrate: • demonstrate knowledge of issues relating to diversity, HIV/Aids, values and environmental education; • demonstrate understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment; and • integrate HIV/Aids, diversity, values and environmental education in the classroom. *Na voltooiing van die module moet die student in staat wees om:* • *bewys te lewer van kennis oor kwessies met betrekking tot diversiteit, MIV/VIGS, waardes en omgewingsonderrig;* • *bewys te lewer van die begrip van gepaste vaardighede, houdings en waardes om tot 'n gesonde omgewing by te dra en dit te onderhou; en* • *MIV/VIGS, diversiteit, waardes en omgewingsonderrig in die klaskamer te integreer.*		
Method of delivery: Distance, full-time *Metode van aflewering: Afstand, voltyds*		
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%*		

Module code / *Modulekode*: **LLOD 512**	Semester 1	NQF level / *NKR vlak*: 7
Title: Life Orientation Methodology *Titel: Lewensoriëntering Metodiek*		
On successful completion of this module the student should be able to demonstrate:		

- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the six themes of Life Orientation in the FET phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the FET phase;
- demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning; and
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the FET phase.

Na voltooiing van die module moet die student in staat wees om:

- *bewys te lewer van 'n omvattende en stelselmatige kennisbasis van die terminologie, reëls, konsepte, beginsels, teorieë, metodes en strategieë met betrekking tot die aanbied van die ses temas in Lewensoriëntering in die VOO-fase;*
- *bewys te lewer van 'n vermoë om noodsaaklike teorieë, tekste, metodes en strategieë met betrekking tot die aanbieding van Lewensoriëntering in die VOO-fase te interpreteer, te omskep, evalueer en toe te pas;*
- *bewys te lewer van die vermoë om kennis te ontwikkel om onbekende, konkrete en abstrakte probleme met betrekking tot die beplanning en implementering van Lewensoriënteringleerprogramme vir die VOO-fase op te los, deur gebruik te maak van gepaste tegnologiese vaardighede en bewys te lewer van die teoretiese onderbou; en*
- *tree eties verantwoordelik en waardegedrewe op in alle omstandighede en vorms van kommunikasie, skriftelik sowel as mondeling, wat met die beplanning en aanbied van Lewensoriëntering in die VOO-fase verband hou.*

Method of delivery: Distance, full-time
Metodes van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%

Module code / *Modulekode*: **LLOD 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Life Orientation Methodology
Titel: Lewensoriëntering Metodiek

On successful completion of this module the student should be able to demonstrate:

- demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the six themes of Life Orientation in the Senior phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior phase;
- demonstrate the ability to apply attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning; and
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Senior phase.

Na voltooiing van die module moet die student in staat wees om:

- *bewys te lewer van 'n omvattende en sistematiese kennisbasis van die terminologieë, reëls, konsepte, beginsels, teorieë, metodes en strategieë met betrekking tot die aanbieding van die ses temas van Lewensoriëntering in die Senior fase;*
- *bewys te lewer van die vermoë om noodsaaklike teorieë, tekste, metodes en strategieë met betrekking tot die aanbieding van Lewensoriëntering in die Senior fase, te interpreteer, te omskep, evalueer en toe te pas;*
- *bewys te lewer van die vermoë om verworwe kennis toe te pas om onbekende, konkrete probleme met betrekking tot die beplanning en implementering van leerprogramme vir Lewensoriëntering in die Senior fase, op te los, deur van gepaste tegnologiese vaardighede en bewyse van die teoretiese onderbou gebruik te maak en*

- *eties- en waardegedrewe-optrede onder alle omstandighede en in alle vorms van kommunikasie, skriftelik sowel as mondeling, wat verband hou met die beplanning en aanbieding van Lewensoriëntering in die Senior fase.*

Method of delivery: Distance, full-time
Metodes van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 X 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **MATD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Mathematics Methodology
Titel: Wiskunde Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge with respect to:
  - ✓ the learning and teaching of mathematics; and
  - ✓ assessment of, and for the learning of mathematics;
- the ability to use technology effectively in the learning and teaching of mathematics
- the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of mathematics;
- the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module.

Na voltooiing van hierdie module behoort jy grondige kennis, begrip en vaardigheid te demonstreer ten opsigte van die beplanning van kragtige onderrig- en leergeleenthede in die wiskunde klaskamer, met spesifieke verwysing na die volgende:

- *geïntegreerde kennis met betrekking tot:*
  - ✓ *die onderrig en leer van wiskunde; en*
  - ✓ *die assessering van en die leer van wiskunde;*
- *die vermoë om tegnologie effektief in die onderrig en leer van wiskunde te gebruik;*
- *die vermoë om effektief as individu en ook gesamentlik te funksioneer om toepaslike, lewensgetroue aktiwiteite te ontwikkel deur gebruik te maak van 'n verskeidenheid hulpbronne, sodat betekenisvolle leer van wiskunde kan plaasvind; en*
- *die vermoë om die vordering van die ontwikkeling van aktiwiteite te fasiliteer en om die verantwoordelikheid vir die uitkomste van hierdie module te neem.*

Method of delivery: Distance, full-time
Metode van aflewering; Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code/ *Modulekode*: **MATD 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Mathematics Methodology
Titel: Wiskunde Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge, informed understanding and engagement with respect to the content and structure of the Mathematics and Mathematical Literacy Curricula applicable to the Senior and FET phases respectively;
- integrated knowledge and skills with respect to the teaching of mathematics in multilingual classrooms;
- the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of mathematics; and
- the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module.

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis, ingeligte begrip en verbintenis met betrekking tot die inhoud en struktuur van Wiskunde en Wiskunde geletterdheid van toepassing op die Senior -en VOO-fase onderskeidelik;*
- *geïntegreerde kennis en vaardigheid met betrekking tot die onderrig van wiskunde in multikulturele klaskamers;*

- *die vermoë om effektief as individu en gesamentlik op te tree om gepaste of lewensgetroue aktiwiteite te ontwerp deur gebruik te maak van 'n verskeidenheid hulpbronne om betekenisvolle leer van wiskunde te fasiliteer; en*
- *die vermoë om die vordering van die ontwerp van aktiwiteite te monitor en die neem van verantwoordelikheid vir die uitkomste van hierdie module.*

Method of delivery: Distance, full-time
Metode van aflewering; Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **MBLO 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Managing barriers to learning
Titel: Bestuur van hindernisse in leer

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and informed understanding of different categories of barriers to learning;
- ability to distinguish and classify the different categories of barriers to learning;
- integrated knowledge and informed understanding with regard to learners experiencing multiple categories of barriers to learning;
- integrated knowledge and informed understanding regarding the general learning support and collaboration process;
- ability to select, evaluate and apply appropriate learning support and collaboration processes for learners experiencing barriers to learning;
- detailed knowledge and skills regarding curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience barriers to learning; and
- actions in accordance with ethical and professional behaviour with regard to barriers to learning.

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- *geïntegreerde kennis en ingeligte begrip van die verskillende kategorieë van leer hindernisse;*
- *die vermoë om die verskillende kategorieë leer hindernisse te onderskei en te klassifiseer;*
- *geïntegreerde kennis en ingeligte begrip met betrekking tot die veelvuldige kategorieë leer hindernisse wat leerlinge ervaar;*
- *geïntegreerde kennis en ingeligte begrip ten opsigte van die algemene leerondersteuning en die samewerkingsproses;*
- *die vermoë om gepaste leerondersteuning en samewerkingsprosesse vir leerlinge met leer hindernisse te kies, evalueer en toe te pas;*
- *gedetailleerde kennis en vaardighede ten opsigte van kurrikulumverandering en -aanpassing in enige klaskamer vir leerders met leer hindernisse se uiteenlopende leerbehoeftes; en*
- *aksies in ooreenstemming met etiese en professionele gedrag met betrekking tot leer hindernisse.*

Method of delivery: Distance, full-time
Metodes van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **MSVD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Music Methodology
Titel: Musiek Metodiek

On successful completion of this module the student should be able to demonstrate:

- **integrated knowledge and understanding** of, as well as an ability to correctly evaluate and apply the didactic principles concerning the facilitation of the following broad topics in Music (Gr 10-12): music performance and improvisation (individually and in ensembles); music literacy and general music knowledge and analysis;
- the ability to **select and** independently **evaluate and create** different lesson plans; and evaluate and **apply a range of different** but appropriate assessment practices in Music in the Further Education and Training Phase;
- The ability to identify, analyse, critically reflect on and address **complex and/or real world**

problems by applying practical teaching skills during micro-lessons and practical teaching in Music in the Further Education and Training Phase;

- The ability to **evaluate all opinions from your own well-established worldview** while teaching Music (Gr 10-12) during micro-lessons and in practical teaching and be aware of **social and ethical implications** of applying knowledge in a certain context; and
- management of learning, in respect of which a learner is able to demonstrate an **ability to identify, evaluate and address musical processes in unfamiliar and variable music didactical contexts**, recognising that problem solving is context- and system-bound and does not occur in isolation.

Na voltooiing van die module moet die student in staat wees om:

- ***geïntegreerde kennis en begrip van,*** *sowel as die vermoë om die didaktiese beginsels met betrekking tot die fasilitering van die volgende breë onderwerpe in Musiek (Gr. 10 – 12), korrek te evalueer en toe te pas: musiekopvoering en improvisasie (individueel en in 'n samespel); musiekgeletterheid en algemene musiekkennis en -analise;*
- *die vermoë om verskillende lesplanne te kies en onafhanklik te evalueer en te skep; en die vermoë om verskillende lesplanne te evalueer en om **'n reeks van verskillende**, maar toepaslike assesseringspraktyke in Musiek vir die Verdere Onderwys en Opleidingsfase toe te pas;*
- *die vermoë om **komplekse en/lewensgetroue probleme** te identifiseer, analiseer, krities oor na te dink en aan te spreek deur die toepassing van praktiese onderrigvaardighede tydens mikro-lesse en praktiese onderrig in Musiek in die Verdere Onderwys en Opleidingsfase;*
- *die vermoë om **alle menings van jou eie goedgevestigde wêreldbeskouing te evalueer** terwyl die onderrig van Musiek (Gr. 10 – 12) gedurende mikro-lesse en praktiese onderrig plaasvind en bewus wees van **sosiale en etiese implikasies** vir die toepassing van kennis binne 'n bepaalde konteks; en*
- *die bestuur van leer, ten opsigte waarvan 'n leerling daartoe in staat is om **musikale prosesse binne onbekende en veranderlike didaktiese kontekste vir musiek te identifiseer, evalueer en aan te spreek**, met herkening dat probleemoplossing konteks- en stelselgebonde is en nie in isolasie plaasvind nie.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%

Module code / *Modulekode*: **MTED 522**	Semester 2	NQF level / *NKR vlak*: 7

Title: Mechanical Technology Methodology
Titel: Meganiese Tegnologie Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and insight towards the content, principles, general and specific aims of the Curriculum and Assessment Policy Statement ("CAPS") for Mechanical Technology;
- the ability to critically interpret curriculum outcomes to promote and further Mechanical Technology;
- the ability to select, evaluate and apply a range of different characteristics of a Mechanical Technology teacher and learner for application in school practice;
- integrated knowledge and engagement with reference to the place, influence and role of Mechanical Technology;
- an interpretation and sound subject knowledge of the content of the CAPS document and an integration to ensure development of pedagogical content knowledge;
- an understanding of the content and integration of the technological process in classroom practice – theory and practical work;
- the sound planning of assessment as prescribed in the CAPS document;
- thorough planning and assessment of the practical assessment tasks; and
- the ability to plan, manage and maintain a Mechanical Technology workshop to develop safety and housekeeping.

Na voltooiing van die module moet die student in staat wees tot:

- *geïntegreerde kennis en begrip teenoor die inhoud, beginsels, algemene en spesifieke doelwitte van die Kurrikulum- en assesseringsbeleidsverklaring ("KABV") vir Meganiese Tegnologie;*

- *die vermoë om kurrikulumuitkomste krities te interpreteer ten einde Meganiese Tegnologie te bevorder;*
- *die vermoë om verskillende eienskappe van 'n Meganiese Tegnologie-onderwyser en -leerling te kies, evalueer en vir gebruik in die skoolpraktyk toe te pas;*
- *geïntegreerde kennis en skakeling met verwysing na die plek, invloed en die rol van Meganiese Tegnologie;*
- *die interpretasie en 'n grondige vakkennis van die inhoud van die KABV-dokument en integrasie om te verseker dat pedagogiesevakkennis ontwikkel;*
- *'n begrip van die inhoud en die integrasie van die tegnologiese prosesse in die klaskamerpraktyk, -teorie en praktiese werk;*
- *die goeie beplanning van assessering soos voorgeskryf in die KABV-dokument;*
- *deeglike beplanning en assessering van praktiese assesseringstake; en*
- *die vermoë om 'n Meganiese Tegnologiewerkswinkel te beplan, bestuur en in stand te hou en om veiligheid en organisasie te ontwikkel.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 2 hours written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **MUSI 111**	Semester 1	NQF level / *NKR vlak*: 5

Title: Music in the senior phase
Titel: Musiek in die senior fase

On successful completion of this module the student should be able to demonstrate:

- knowledge and informed understanding of music concepts like tempo, metre, rhythm and melody/pitch.;
- the ability to select, plan and analyse musical activities and skills and apply this in activities like singing, movement, listening, instrumental playing and improvisation with school learners within the field of music in the senior phase;
- practical music skills in the performance of music on melodic instruments, Orff instruments and African percussion instruments to facilitate the musical concepts of tempo, metre, rhythm, and melody/pitch to school learners in a creative and appropriate manner;
- the ability to distinguish, evaluate and solve routine or new musical teaching problems in familiar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners;
- the ability to communicate the music concepts of tempo, metre, rhythm, melody, form, texture, timbre and dynamics, verbally or in writing, via different technologies and media like sound recording, video recordings and Powerpoint, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and
- management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate.

Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:

- *kennis en grondige begrip van musiekbegrippe soos tempo, meter, ritme en melodie / toonhoogte;*
- *die vermoë om musiekaktiwiteite wat op sang, beweging, luister, die speel van instrumente en imrovisaie fokus, te kan selekteer, analiseer en beplan, ten einde aktiewe musikale betrokkenhied in die Senior fase te kan fasiliteer;*
- *praktiese musiekvaardighede in die uitvoering van musiek op melodiese instrumente, Orff-instrumente en Afrika-perkussie-instrumente om die musikale konsepte van tempo, meter, ritme en melodie / toonhoogte aan skoolleerders kreatief en toepaslik te fasiliteer;*
- *die vermoë om roetine- of nuwe musikale onderrigprobleme in bekende kontekste te onderskei, te evalueer en op te los en die oplossings toe te pas tydens die beplanning van musiekaktiwiteite en musieklesse in die senior fase ten einde die musikale vaardighede en kreatiwiteit van skoolleerders te ontwikkel;*
- *die vermoë om die musiekkonsepte van tempo, meter, ritme, melodie, vorm, tekstuur, timbre en dinamiek, mondeling of skriftelik, via verskillende tegnologieë en media soos*

klankopname, videoopnames en Powerpoint op 'n akkurate en samehangende manier te kommunikeer, met begrip van kopiereg en reëls oor plagiaat; en

- *die vermoë om leer te bestuur, ten opsigte waarvan 'n leerder in staat is om die vermoë te demonstreer om musiekprestasies teen 'n gegewe kriteria te evalueer en sy / haar taakspesifieke leerbehoeftes akkuraat te identifiseer en aan te spreek in 'n praktiese musikale konteks en om ondersteuning vir ander se leerbehoeftes te kan bied.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 2 hour written and practical examination 50%.
Assesseringsmetode: Deurlopende assessering 50% en 1 x 2 uur skriftelike en praktiese eksamen 50%.

Module code */ Modulekode*: **MUSI 121**	Semester 2	NQF level / *NKR vlak*: 6

Title: Music in the senior phase
Titel: Musiek in die senior fase

On successful completion of this module the student should be able to demonstrate:

- detailed knowledge and informed understanding of music concepts like tempo, metre, rhythm, melody, form, texture, timbre and dynamics;
- the ability to create and compose rhythms and melodies and perform it by means of singing, non-melodic instruments and melodic instruments;
- practical music skills in the performance of music on melodic instruments, Orff instruments and African percussion instruments to facilitate the musical concepts of tempo, metre, rhythm, melody, form, texture, timbre and dynamics to school learners in a creative and appropriate manner;
- the ability to distinguish, evaluate and solve musical teaching problems in unfamiliar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners;
- the ability to act as a group member and a group leader and contribute appropriate information to successfully complete tasks in music performance, measuring the success of the task completion against given criteria and taking responsibility for learning progress and outcomes realization of the group; and
- management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate.

Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:

- *kennis en grondige begrip van musiekbegrippe soos tempo, meter, ritme, melodie, vorm, tekstuur, timbre en dinamika;*
- *die vermoë om ritmes en melodieë te skep, saam te stel en uit te voer deur middel van sang, nie-melodiese en melodiese instrumente;*
- *praktiese musiekvaardighede in die uitvoering van musiek op melodiese instrumente, Orff-instrumente en Afrika-perkussie-instrumente om die kreatiewe en gepaste wyse van musikale konsepte van tempo, meter, ritme, melodie, vorm, tekstuur, timbre en dinamika aan skoolleerders te fasiliteer;*
- *die vermoë om musikale onderrigprobleme in onbekende kontekste te onderskei, te evalueer en op te los en die oplossings toe te pas tydens die beplanning van musiekaktiwiteite en musieklesse in die senior fase ten einde die musikale vaardighede en kreatiwiteit van skoolleerders te ontwikkel;*
- *die vermoë om as 'n groeplid en 'n groepleier op te tree en toepaslike inligting by te dra om take in musiekprestasie suksesvol te voltooi, die sukses van die taakuitvoering teen gegewe kriteria te meet en verantwoordelikheid te neem vir die leerproses en uitkomste-realisering van die groep;*
- *die vermoë om leer te bestuur, ten opsigte waarvan 'n leerder in staat is om die vermoë te demonstreer om musiekprestasies teen 'n gegewe kriteria te evalueer en sy / haar taakspesifieke leerbehoeftes akkuraat te identifiseer en aan te spreek in 'n praktiese musikale konteks en om ondersteuning vir ander se leerbehoeftes te kan bied.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Method of assessment: Continuous assessment 50% and 1 x 2 hour written and practical examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike en praktiese eksamen 50%.

Module code / *Modulekode*: **PESP 511**	Semester 1	NQF level / *NKR vlak*: 7

Title: Physical Education and Sport Management Methodology
Titel: Liggaamlike opvoeding en Sportbestuur Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of physical fitness, sport skill analysis and teaching, modified sport games and assessment to the presentation of movement activities and lessons within the field of Physical Education;
- ability to identify, analyse, critically reflect on physical fitness and sport skill analysis, teaching sport skills, modified sport games and assessment, and address complex and apply practice-driven solutions within the presentation of physical fitness activities and sport skills, as well as the assessment of physical abilities within Physical Education, with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making regarding the presentation of physical fitness, sport skills, sport games and assessment, appropriate to the practice of Physical Education;
- management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. physical fitness, sport skills and assessment of physical abilities, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

Na voltooiing van die module moet die student in staat wees tot:

- *geïntegreerde kennis en begrip van, sowel as die vermoë om terminologieë, konsepte, beginsels en teorieë oor fisiese fiksheid, die analiseer van sportvaardighede en -onderrig, aangepaste sportsoorte en assessering, tot die aanbied van bewegingsaktiwiteite en lesse binne die Liggaamlike-opvoedingsveld, korrek te evalueer en toe te pas;*
- *die vermoë om liggaamlike fiksheid en sport-analiserings vaardighede, die onderrig van sportvaardighede, die aanpassing van sportsoorte en assessering te identifiseer, analiseer en krities op te reflekteer, asook om komplekse, praktykgedrewe-oplossings binne die aanbied van liggaamlike fiksheidsaktiwiteite en sportvaardighede, so wel as die assessering van liggaamlike vermoëns binne Liggaamlike opvoeding, met teoriegedrewe–argumente aan te spreek;*
- *weerspieël alle waardes, etiese gedrag en verdedigbare besluitneming met betrekking tot die aanbied van liggaamlike fiksheid, sportvaardighede, sportsoorte en assessering, toepaslik tot die Liggaamlike opvoedingspraktyk;*
- *die bestuur van 'n groep medestudente of Senior-/VOO-fase leerlinge binne 'n onbekende konteks om 'n kontekstuele probleem, bv. liggaamlike fiksheid, sportvaardighede en assessering van liggaamlike vermoëns op te los, die monitor van die vordering van die groep en om verantwoordelikheid vir die taakuitkomste te neem en gepaste hulpmiddele aan te wend; en*
- *neem volle verantwoordelikheid vir eie leerbehoeftes, monitor eie leervordering en pas alle gepaste leerstrategieë toe en bestuur alle hulpmiddele sodat alle uitkomste in hierdie module suksesvol behaal word.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 X 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **PESP 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Physical Education and Sport Management Methodology
Titel: Liggaamlike opvoeding en Sportbestuur Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes to the presentation of movement activities and lessons within the field of Physical Education;
- ability to identify, analyse, critically reflect on recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes and address complex and apply practice-driven solutions within the presentation of recreational movement and adapted physical activities, with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making regarding the presentation of recreational and adapted movement activities, appropriate to the practice of Physical Education;
- management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

Na voltooiing van die module moet die student in staat wees tot:

- *geïntegreerde kennis en begrip van, so wel as die vermoë om, die terminologieë, konsepte, beginsels en die teorieë van ontspanningsbewegingsaktiwiteite en aangepaste Liggaamlike opvoeding, die bestuur van sport- en Liggaamlike opvoedingsprogramme, tot die aanbied van bewegingsaktiwiteite en -lesse binne die Liggaamlike-opvoedingsveld, korrek te evalueer en toe te pas;*
- *die vermoë om ontspanningsbewegingsaktiwiteite, aangepaste Liggaamlike opvoeding en die bestuur van sport- en Liggaamlike opvoedingsprogramme te identifiseer, analiseer en krities op te reflekteer en spreek komplekse – en praktykgedrewe-oplossing aan en pas dit toe binne die aanbied van die ontspanningsaktiwiteite en aangepaste liggaamlike aktiwiteite met teoriegedrewe-argumente;*
- *reflekteer oor alle waardes, etiese gedrag en geregverdigde besluitneming met betrekking tot die aanbied van ontspannende en aangepaste bewegingsaktiwiteite, toepaslik vir die Liggaamlike opvoedingspraktyk;*
- *die bestuur van 'n groep medestudente of Senior-/VOO-fase leerlinge binne 'n onbekende konteks sodat 'n kontekstuele probleem, bv. ontspanningsbewegingsaktiwiteite, aangepaste Liggaamlike opvoeding en die bestuur van sport- en Liggaamlike opvoedingsprogramme, opgelos kan word, die monitor van die vordering van die groep en die neem van die verantwoordelikheid vir taakuitkomste en die toepassing van geskikte hulpbronne waar nodig; en*
- *die neem van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering en die toepassing van die gepaste leerstrategieë en die bestuur van alle hulpbronne sodat alle uitkomste in hierdie module suksesvol voltooi kan word.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **PHSD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Physical Sciences Methodology
Titel: Fisiese Wetenskappe Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge, understanding and skills of, as well as an ability to correctly evaluate and apply Physics and Chemistry concepts, principles, and theories to different areas of specialization in practical work within the field of FET Physical Science, and an

understanding of how that knowledge relates to other fields or practices within other disciplines with a view to a holistic perspective;

- management of process skills in an unfamiliar context in order to solve a contextual problem (e.g. in everyday life and/or industry), monitoring the progress of the learners and taking responsibility for task outcomes and application of appropriate resources;
- ability to select, evaluate and apply a range of different but appropriate learning theories and scientific methods of inquiry in practical work and action research to do focused research and resolve problems that will effect change within practice; and
- ability to identify, analyse, critically reflect on and address misconceptions in Physical Science and apply remedial strategies to effect conceptual change.

Na voltooiing van die module moet die student in staat wees tot:

- *geïntegreerde kennis, begrip en vaardighede van, sowel as die vermoë om Fisika – en Chemie konsepte, beginsels en teorieë korrek te evalueer en in verskillende areas van spesialisering in praktiese werk binne die veld van Fisika en Chemie in die VOO fase toe te pas, en 'n begrip van hoe daardie kennis verwant is aan ander velde of praktyke binne ander dissiplines met die oog op 'n holistiese perspektief;*
- *die bestuur van prosesvaardighede in 'n onbekende konteks ten einde 'n kontekstuele probleem (bv. daaglikse bestaan en/of die industrie) op te los, monitor die vordering van leerlinge en neem verantwoordelikheid vir taakuitkomste en die toepassing van geskikte hulpbronne;*
- *die vermoë om 'n reeks verskillende, maar geskikte leerteorieë en wetenskaplike metodes van ondersoek in praktiese werk te kies, evalueer en toe te pas, en aksienavorsing om gefokusde navorsing te doen en probleme op te los wat verandering binne die praktyk te weeg sal bring; en*
- *die vermoë om wanopvattings in Fisiese Wetenskappe te identifiseer, analiseer, krities te beskou en aan te spreek en om remediërende strategieë aan te wend om konseptuele veranderinge te weeg te bring.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 X 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **RESF 511**	Semester 1	NQF level / *NKR vlak*: 7

Title: Introduction to Research in Education
Titel: Inleiding tot Navorsing in Onderwys

On successful completion of this module the student should be able to demonstrate:

- systematic and comprehensive knowledge and understanding of the key concepts, principles, and theories of education research in particular, within the broader context of social science research in general;
- an application of contested research knowledge, and a critical evaluation of the applicability of research in the field of education;
- ability to identify, analyze and critically reflect on evidence-based solutions and theory – driven arguments in the research process and apply this to a specific research topic; and
- ability to take full responsibility in decision-making and use of resources to reflect on values, ethical conduct and justifiable decision-making appropriate to the research practices of curriculum and professional development.

Na voltooiing van die module moet die student in staat wees tot:

- *sistematiese en omvattende kennis en begrip van die sleutel begrippe, beginsels en teorieë van opvoedkundige navorsing in die besonder en binne die breë konteks van navorsing in sosiale wetenskappe in die algemeen;*
- *die toepassing van betwiste navorsingskennis en 'n kritiese evaluering van die toepaslikheid van navorsing in die opvoedkundige veld;*
- *die vermoë om bewysgebaseerde-oplossings en teoriegedrewe-argumente in die navorsingsproses te identifiseer, analiseer en krities te beskou en vir 'n bepaalde navorsingsonderwerp toe te pas; en*
- *die vermoë om volle verantwoordelikheid vir besluitneming en die gebruik van hulpmiddele om waardes, etiese gedrag en verdedigbare besluitneming, toepaslik tot die navorsingspraktyke van die kurrikulum en professionele ontwikkeling, te reflekteer.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 X 3 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.*

Module code */ Modulekode*: **RSVD 512**	Semester 1	NQF level / *NKR vlak*: 7
Title: Religion studies Methodology *Titel: Religiestudies Metodiek*		
On successful completion of this module the student should be able to demonstrate: • demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of themes Religion Studies in the FET phase; • demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Religion Studies in the FET phase; • demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Religion Studies learning programmes for the FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning; • act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Religion Studies in the FET phase. *Na voltooiing van die module moet die student in staat wees om:* • *'n omvattende en sistematiese kennisbasis van die terminologieë, reëls, konsepte, beginsels, teorieë, metodes en strategieë met betrekking tot die aanbied van temas in Religiestudies in die VOO fase, te toon;* • *die vermoë om noodsaaklike teorieë, tekste, metodes en strategieë met betrekking tot die aanbied van Religiestudies vir die VOO-fase, te interpreteer, omskep, evalueer en toe te pas;* • *die vermoë om kennis te verwerf om onbekende, konkrete en abstrakte probleme met betrekking tot die beplanning en implementering van Religiestudie leerprogramme vir die VOO-fase op te los deur gebruik te maak van geskikte tegnologiese vaardighede en bewys te lewer van die teoretiese onderbou; en* • *eties verantwoordelik en waardegedrewe op te tree in alle omstandighede en in alle vorme van kommunikasie, skriftelik sowel as mondeling, wat verband hou met die beplanning en aanbied van Religiestudies in die VOO-fase.*		
Method of delivery: Distance, full-time *Metode van aflewering: Afstand, voltyds*		
Methods of assessment: Continuous assessment 50% and 1 X 3 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.*		

Module code / *Modulekode*: **SECF 521**	Semester 2	NQF level / *NKR vlak*: 6
Title: Language of Conversational Competence Setswana *Titel: Kommunikasie vir Opvoedkunde: Setswana*		
On successful completion of this module the student should be able to demonstrate: • functional knowledge of grammatical structures of Setswana; • a functional vocabulary for basic interpersonal communication; • individual elementary listening and writing skills in Setswana; • knowledge of Batswana culture *Na voltooiing van die module moet die student in staat wees tot:* • *funksionele kennis van die taalstrukture van Setswana;* • *'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;* • *individuele elementêre luister- en skryfvaardighede in Setswana* • *kennis van die Batswana-kultuur*		
Method of delivery: Distance, full-time *Metode van aflewering: Afstand, voltyds*		
Methods of assessment: Continuous assessment 100%. *Assesseringsmetodes: Deurlopende assessering 100%.*		

Module code: **SEMD 512**	Semesetara /*Semester* 1	Tekanyo Ya NQF / *NQF level*: 7

Title: Setswana Methodology (Home Language)

Morago ga go fetsa mojulu o ka katlego morutwana o tshwanetse go supa bokgoni jwa:

- kitso e e tseneletseng le tlhaloganyo le bokgoni jwa go dirisa mekgwa e e farologaneng, ditirwana le ditiro le diitlhagiso mo go ruteng ga ditlhangwa;
- bokgoni jwa go dirisa diteori tsa makwalo mo phaposiborutelong ya puo mo go lokololeng ga dipolelo le ditemana tsa ditlhangwa le ditlhangwa tsa ditsodintsi;
- kitso e e tletseng le tlhaloganyo e e tseneletseng ya go kopantsha go ruta puo le diteori tsa ditlhangwa mo phaposiborutelong;
- kitso e e lotaganeng le tlhatlhobo e e tseneletseng ya patlisiso mo ditlhangweng tsa Setswana;
- bokgoni jwa go kopantsha thuto le tekolo mo phaposiborutelong ya ditlhangwa;
- kitso e e tletseng le tlhaloganyo e e tseneletseng ya mekgwa le ditiro le didiriswa tse di farologaneng tsa go atlhola ditlhangwa le mekwalo;
- kitso e e tletseng le tlhaloganyo e e tseneletseng ya go itse go ranola kharikhulamo ya ditlhangwa go ya ka tokomane ya PPKT(CAPS);
- kitso e e tseneletseng ya go itse go tokafatsa le go tlhabolola dikgono tsa puo;
- bokgoni jwa go tlhopha le go tlhotlhwafatsa mekwalo ya ditlhangwa mo dikgatong tse Kgolwane le Thuto le Katiso e e Tswelelang; le
- akanyetsa lenaneothuto la ditlhangwa le go tsenyeletsa dikgono tsa puo mo lenaneong.

On successful completion of this module the student should be able to demonstrate:

- *detailed knowledge and an understanding of and the ability to apply the range of methods, activities and techniques and approaches in teaching of literature;*
- *the ability to apply literary theories in the language classroom in analysing the literary texts and multicultural texts;*
- *detailed knowledge and an informed understanding of integrating teaching and literary theories in the classroom;*
- *integrated knowledge and critical evaluation of research in Setswana literature;*
- *the ability to link instruction and assessment in a literature classroom;*
- *detailed knowledge and an informed understanding of different methods, techniques and tools of assessing literature and writing;*
- *detailed knowledge and an understanding of how to interpret the literature curriculum according to the CAPS document;*
- *detailed knowledge of how to improve and develop language skills;*
- *the ability to select and evaluate literary texts for the Sen/FET phases; and*
- *design a literature lesson plan and integrating language skills in the plan.*

Mokgwa wa go ruta: Mo Khamphaseng mo diphaposiborutelong le thuto ya kgakala.
Methods of delivery: Distance, full-time

Mekgwa ya Tlhatlhobo: Tlhatlhobo e e tswelelang 50% + Pampiri e le nosi ya diura di le tharo 50%.
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.

Module code: **SEMD 522**	Semesetara / *Semester* 2	Tekanyo Ya NQF / *NQF level*: 7

Title: Setswana Methodology (Home Language)

Morago ga go fetsa mojulu o ka katlego morutwa o tshwanetse go bontsha bokgoni jwa:

- kitso e e tseneletseng le tlhaloganyo le bokgoni jwa go dirisa mekgwa e e farologaneng, ditirwana le ditiro le diitlhagiso mo go ruteng ga thutapuo;
- bokgoni jwa go dirisa diteori tsa puo mo phaposiborutelong ya thutapuo;
- kitso e e tletseng le tlhaloganyo e e tseneletseng ya go kopantsha go ruta puo le diteori tsa puo mo phaposiborutelong;
- kitso e e lotaneng le tlhatlhobo e e tlhobaetseng ya patlisiso mo thutapuong ya Setswana;
- bokgoni jwa go kopantsha thuto le tlhatlhobo mo phaposiborutelong ya thutapuo;
- kitso e e tletseng le tlhaloganyo e e tseneletseng ya mekgwa le ditiro le didiriso tse di farologaneng tsa go atlhola thutapuo;
- kitso e e tletseng le tlhaloganyo e e tseneletseng ya go itse go ranola kharikhulamo ya thutapuo go ya ka tokomane ya PPKT(CAPS);
- kitso e e tseneletseng ya go itse go tokafatsa le go tlhabolola dikgono tsa puo;

- bokgoni jwa go tlhopha le go tlhwatlhwafatsa mekwalo ya ditlhangwa mo dikgatong tse Kgolwane le Thuto le Katiso e e Tswelelang; mme
- bokgoni jwa go ruta thutapuo ka go dirisa ditlhangwa; mme
- akanyetsa lenaneothuto la thutapuo le go tsenyeletsa dikgono tsa puo mo lenaneong.

On successful completion of this module the student should be able to demonstrate:

- *detailed knowledge and an understanding of and the ability to apply the range of methods, activities and techniques and approaches in the teaching of a language;*
- *the ability to apply linguistic theories in the language classroom;*
- *detailed knowledge and an informed understanding of integrating teaching and linguistic theories in the classroom;*
- *integrated knowledge and critical evaluation of research in Setswana language;*
- *the ability to link instruction and assessment in a language classroom;*
- *detailed knowledge and an informed understanding of different methods, techniques and tools of assessing language;*
- *detailed knowledge and an understanding of how to interpret the language curriculum according to CAPS document;*
- *detailed knowledge of how to improve and develop language skills;*
- *the ability to select and evaluate literary texts for Sen/FET phases;*
- *the ability to teach language through literature; and*
- *design a language lesson plan and integrating language skills in the plan.*

Mokgwa wa go ruta: Mo Khamphaseng mo diphaposiborutelong le thuto ya kgakala.
Methods of delivery: Distance, full-time

Mekgwa ya Tlhatlhobo: Tlhatlhobo e e tswelelang 50% + Tlhatlhobo: Pampiri e le nosi ya diura di le tharo 50%.
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.

Module code / *Modulekode*: **SEND 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Setswana Methodology (First Additional Language)
Titel: Setswana Metodiek (Eerste Addisionele Taal)

On successful completion of this module the student should be able to demonstrate:

- thorough knowledge of typical language classroom practices, the choice of appropriate texts and compiling teaching materials for effective facilitation of learning in grades 7-12 regarding Setswana 2nd Additional Language;
- the ability to interpret the national curriculum in depth and implement the composition of theme-based and integrated lessons with a focus on the development of listening, speaking, reading and viewing skills in the Senior and FET phase;
- the ability to evaluated relevant language teaching and acquisition theories critically and to apply it for the development of appropriate learning materials and to deal with various aspects of language teaching practice in micro-teaching sessions and within the WIL period; and
- comprehensive integrated knowledge and skills in Setswana 2nd Additional Language effective for grade 7-12 students to offer and to function successfully in the classroom environment.

Na voltooiing van die module moet die student in staat wees tot:

- *deeglike kennis van die tipiese taalpraktyk in die klaskamer, die kies van gepaste tekste en die samestelling van onderrigmateriaal vir die effektiewe fasilitering van leer in graad 7 – 12 vir Setswana Tweede Addisionele Taal;*
- *die vermoë om die nasionale kurrikulum in diepte te interpreteer en om die teksgebaseerde en geïntegreerde lesse, met die fokus op luister-, praat-, lees- en kykvaardighede in die Senior – en VOO-fase, te implementeer;*
- *die vermoë om geskikte taalonderrig en -verwerwingsteorieë krities te evalueer en toe te pas vir die ontwikkeling van geskikte leermateriaal en om verskeie aspekte van die taalonderrigpraktyke in mikro-sessies en binne die WIL-periode, toe te pas; en*
- *omvattende geïntegreerde kennis en vaardighede om Setswana Tweede Addisionele Taal effektief vir graad 7 – 12 leerlinge aan te bied en om suksesvol binne die klaskameropset te funksioneer.*

Method of delivery: Distance, full-time

Metodes van aflewering: Afstand. voltyds
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.*

Module code */ Modulekode*: **SEND 522**	Semester 2	NQF level / *NKR vlak*: 7
Title: Setswana Methodology (First Additional Language) *Titel: Setswana Metodiek (Eerste Addisionele Taal)*		
On successful completion of this module the student should be able to demonstrate: • the ability to interpret and implement the national school curriculum the compilation of theme-oriented and integrated lessons with a focus on the development of learners in Grades 7-12's writing skills, their knowledge and application skills in specific language structures and conventions; • apply knowledge and skills effectively for the development and evaluation of theme oriented and integrated lesson series for the 2nd Additional Language teaching in grades 7-12; • the ability interpret national assessment documents for the assessment of student knowledge and skills at the appropriate level and to apply and demonstrate a thorough knowledge of school and departmental moderation and assessment and recording; and • the ability to critically assess and apply relevant language teaching and acquisition theories for the development of appropriate learning materials and to deal with various aspects of *language teaching practice in micro-teaching sessions and within the WIL period.* *Na voltooiing van die module moet die student in staat wees tot:* • *die vermoë om die nasionale skoolkurrikulum te interpreteer en te implementeer, die samestelling van tema georiënteerde en geïntegreerde lesse met die fokus op die ontwikkeling van leerlinge in Graad 7 – 12 se skryfvaardighede, hulle kennis – en toepassingsvaardighede in spesifieke taalstrukture en -konvensies;* • *die kennis en vaardighede effektief toe te pas vir die ontwikkeling en evaluering van tema georiënteerde en geïntegreerde leesreekse vir Tweede Addisionele Taalonderrig in graad 7 - 12;* • *die vermoë om die nasionale assesseringsdokumente te interpreteer sodat studente se kennis en vaardighede op die geskikte vlak geassesseer word en deeglike kennis van skool – en departementele moderering, assessering en rekordering toegepas en gedemonstreer word; en* • *die vermoë om die geskikte taalonderrig en -verwerwingsteorieë krities te analiseer en toe te pas ten einde die geskikte leermateriaal te ontwikkel om die verskillende aspekte van taalonderrig en -onderrigpraktyk gedurende die mikro-onderrigsessies en die WIL-periode te hanteer.*		
Method of delivery: Distance, full-time *Metode van aflewering: Afstand, voltyds*		
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%. *Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.*		

Khoutu ya module / Module code**: SSMD 511**	Semester 1	NQF boemo / NQF level: 7
Sehlooho: Sesotho Methodology (Leleme la Lehae) *Title: Sesotho Methodology (Home Language)*		
Pheletsong e atlehileng ya mojule ona moithuti o lokela ho tseba ho bonahatsa: • bokgoni ba ho lekola le ho nnetefatsa tlhahisoleseding ho tswa diphethong tse itshetlehileng diphuputsong tse nang le bopaki tsa saense tse amanang le ntshetsopele e ntseng e eketseha ya: ➢ bokgoni ba fonoloji ➢ temoho ya mantswe a hatisitsweng ➢ mopeleto ➢ ho bala ka thello ➢ ho balla kutlwisiso ➢ maikutlo a ngotsweng; • bokgoni ba ho manolla le ho sebedisa dithekniki bakeng sa ho ruta popo ya dipolelo le mopeleto; • bokgoni ba ho bua ka hloko ka tlhahisoleseding mabapi le ditlhoko tsa ho sebedisa puo tsa ho bala ka thello le ho ngola ka botshepehi, ka ho nepahala le ka ho utlwaleha: ➢ ho sebetseha ha fonoloji (modumo wa puo) ➢ ho sebetseha ha mongolo (kgatiso)		

- ho sebetseha ha semantiki (moelelo)
- ho sebetseha ha syntactic (boemo ba polelo)
- ho sebetseha ha poledisano (ho kopana ha boemo ba tema);

- bokgoni ba ho rala le ho phethahatsa dithuto maapi le mekgwa ya dipalopalo, ho sebedisa maano a beuweng a sebetsang le ditokomane tsa Lefapha la Thuto le ho bopella tsebo e ikgethileng mmoho le mokgwathuto o lokelang; le
- bokgoni ba ho lekanyetsa baithuti bohle ka phaposing ha o ntse o sebetsa le baithuti/dihlopha/baithuti ka bonngwe mmoho le ho kgetha le ho kenya tshebetsong mekgwa le diketsahalo tse amang baithuti ba sebetsang mehatong e mengata ya ditaelo.

On successful completion of this module the student should be able to demonstrate:

- *the ability to evaluate and verify information from scientific evidence-based research findings related to the typical developmental progression of:*
  - *phonological skill*
  - *printed word recognition*
  - *spelling*
  - *reading fluency*
  - *reading comprehension*
  - *written expression;*
- *the ability to analyse and apply techniques for teaching sentence construction and spelling;*
- *the ability to communicate critical information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:*
  - *phonological (speech sound) processing*
  - *orthographic (print) processing*
  - *semantic (meaning) processing*
  - *syntactic (sentence level) processing*
  - *discourse (connected text level) processing;*
- *the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology; and*
- *the ability to assess all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.*

Mokhoa oa ho tsamaisa: Nako e tletseng
Method of delivery: Full-time

Mekhoa ea ho hlahloba: Tlhahlobo e tsoelang pele 50% le 1 x 3 ho hlahloba ho ngotsoe 50%.
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.

Khoutu ya module / Module code**: SSMD 521**	Semester 2	NQF boemo / NQF level: 7

Sehlooho: Sesotho Methodology (Leleme la Lehae)
Title: Sesotho Methodology (Home Language)

Pheletsong e atlehileng ya mojule ona moithuti o lokela ho tseba ho bonahatsa :

- bokgoni ba ho sekaseka dingolwa tsa Sesotho le ho di ruta ka tsela e nang le sekgahla;
- bokgoni bah o etsa phapano le ho lekola dipakeng tsa dintlha tse ngata (mohl. Tikoloho, setso, kahisano, puo, papadi, jj.) tse amang tswelopele ya moithuti le ho ithuta ha hae le ho sebedisa ditlwaelo tse nepahetseng tsa ntshetsopele ho rarolla mathata ana ka phaposing;
- bokgoni bah o rala le ho phethahatsa dithuto maapi le mekgwa ya dipalopalo, ho sebedisa maano a beuweng a sebetsang le ditokomane tsa Lefapha la Thuto le ho bopella tsebo e ikgethileng mmoho le mokgwathuto o lokelang;
- bokgoni baho kgutsufatsa ditema tsa dingolwa; le
- bokgoni ba ho lekanyetsa baithuti bohle ka phaposing ha o ntse o sebetsa le baithuti/dihlopha/baithuti ka bonngwe mmoho le ho kgetha le ho kenya tshebetsong mekgwa le diketsahalo tse amang baithuti ba sebetsa mehatong e mengata ya ditaelo.

On successful completion of this module the student should be able to demonstrate:

- *the ability to analyse Sesotho literature and teach it effectively;*
- *the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;*
- *the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology;*
- *the ability to summarise literary text; and*

- *the ability to assess all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.*

Mokhoa oa ho tsamaisa: Nako e tletseng
Method of delivery: Full-time

Mekhoa ea ho hlahloba: Tlhahlobo e tsoelang pele 50% le 1 x 3 ho hlahloba ho ngotsoe 50%.
Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.

Module code */ Modulekode*: **SOCF 521**	Semester 2	NQF level / *NKR vlak: 6*

Title: Language of Conversational Competence: Sesotho
Titel: Sesotho: Basiese Gesprekskommunikasie

On successful completion of this module the student should be able to demonstrate:

- comprehensive and detailed knowledge of Sesotho high-frequency spelling problems and the skill to integrate this knowledge, whilst having insights about the value of a good ability to spell and a commitment to correct spelling for learners;
- skill in the judgement of the relationship between good language usage and social criticism;
- a thorough knowledge of standard Sesotho and the various non-standard forms of the language, as well as the value and function of specific variations in a heterogeneous Sesotho society;
- detailed knowledge about the value and function of standard Sesotho as an appropriate form for teaching, as well as the ability to accommodate the non-standard forms of Sesotho and their speakers in a professional and ethical manner; and
- a thorough knowledge of the various kinds of dictionaries and the function and possible uses of them, as well as the ability to employ the dictionary information in a critically discriminating and effective way

Na voltooiing van die module moet die student in staat wees tot:

- *omvattende en gedetailleerde kennis van Sesotho hoë frekwensie spellingsprobleme en die vaardigheid om hierdie kennis te integreer, terwyl insigte oor die waarde van 'n goeie spelvermoë en toewyding om te leerders se spelfoute te korrigeer;*
- *vaardigheid in die oordeel van die verhouding tussen goeie taalgebruik en sosiale kritiek;*
- *'n grondige kennis van die standaard Sesotho en die verskillende niestandaardvorme van die taal, asook die waarde en funksie van spesifieke variasies in 'n heterogene Sesotho-samelewing;*
- *gedetailleerde kennis van die waarde en funksie van standaard Sesotho as 'n toepaslike onderrigvorm, asook die vermoë om die niestandaardvorme van Sesotho en hul sprekers op 'n professionele en etiese wyse te akkommodeer; en*
- *'n grondige kennis van die verskillende soorte woordeboeke en die funksie en moontlike gebruike van hulle, sowel as die vermoë om die woordeboekinligting op 'n kritiese en diskriminerende manier te gebruik.*

Method of delivery: Full-time
Metode van aflewering: Voltyds

Methods of assessment: Continuous assessment 50% and 1 x 2 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%.

Module code */ Modulekode*: **TRVD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Tourism Methodology
Titel: Toerisme Metodiek

On successful completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of tourism related teaching strategies, planning and assessment; and an understanding of how that knowledge relates to teaching tourism;
- understanding of contested knowledge within the field of tourism in education and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge of the field of teaching Tourism at school level;
- ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to teaching Tourism;
- ability to identify, analyse, critically reflect on and address complex tourism-education problems; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;

- reflection on all values, ethical conduct and justifiable decision making appropriate to the practice of teaching Tourism at secondary school level (FET);
- accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of Tourism teaching in education;
- management of a team, group, system and process in an unfamiliar context in order to solve tourism education problems, by monitoring the progress of the team, group and process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- the ability to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realise all outcomes of this module.

Na voltooiing van die module moet die student in staat wees tot:

- *geïntegreerde kennis en begrip van, sowel as die vermoë om sleutelterme, konsepte, feite en beginsels korrek te evalueer en binne die verskillende areas of binne die veld van toerismeverwante-onderrigstrategieë, beplanning en assessering toe te pas, en 'n begrip van hoe daardie kennis aan die onderrig van toerisme verwant is;*
- *die begrip van betwiste kennis binne die veld van toerisme in onderwys en die kritiese evaluering van die toepaslikheid van die bogenoemde teorieë, beginsels en kennis van die veld van die onderrig van Toerisme op skoolvlak;*
- *die vermoë om 'n reeks verskillende, maar geskikte prosedures, wetgewing en teorieë verwant aan die onderrig van Toerisme te kies, te evalueer en toe te pas;*
- *die vermoë om komplekse probleme met die onderrig van toerisme te identifiseer, analiseer en krities oor na te dink, en om bewysgebaseerde -, praktykgedrewe – of bewese oplossings binne teoriegedrewe-argumente toe te pas;*
- *die nadink oor alle waardes, etiese gedrag en verdedigbare besluitneming wat vir die praktyk van die onderrig van Toerisme vir die sekondêre skoolvlak geskik is (VOO);*
- *akkurate en samehangende, skriftelike – en mondelinge kommunikasiewerkstukke. Hierdie werk moet in verband staan met die praktykvereistes van die onderrig van Toerisme in die onderwys;*
- *die bestuur van 'n groep, 'n span, 'n stelsel en die proses binne 'n onbekende konteks, sodat probleme binne die onderrig van toerisme opgelos kan word deur die vordering van die span, groep en die proses te monitor en die neem van die verantwoordelikheid vir die taakuitkomste en om die geskikte hulpbronne, waar toepaslik, te gebruik; en*
- *die vermoë om volle verantwoordelikheid vir die eie leerbehoeftes te neem en om eie leervordering te monitor en die toepassing van geskikte leerstrategieë en die bestuur van alle hulpbronne om alle uitkomste in hierdie module te bereik.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code / *Modulekode*: **TTED 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: FET Technology Methodology
Titel: VOO Tegnologie Metodiek

On successful completion of this module the student should be able to demonstrate:

- identify, analyse and critically reflect on the correct instruction, assessment and management of the FET Technology subjects and apply it successfully to various scenarios;
- use the curriculum documents as provided by the Department of Basic Education confidently and with success in order to plan lessons;
- accurately and coherently communicate in written and verbal form with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- participate in or manage a team in an unfamiliar context in order to facilitate or effect problem-based learning; and
- take full responsibility for his/her own learning progress and apply problem-based and self-directed learning strategies and management of resources to successfully realise all outcomes of this module.

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- *identifiseer, analiseer en dink krities na oor die korrekte onderrig, assessering en bestuur van die Tegnologie vakke in die VOO-fase en pas dit suksesvol in verskeie scenario's toe;*
- *die kurrikulumdokumente, soos deur die Departement van Basiese Onderwys voorsien is, met selfvertroue en sukses te gebruik om lesse te beplan;*
- *kommunikeer akkuraat en duidelik, skriftelik en mondeling, met begrip van en uit respek vir intellektuele besitregkonvensies, kopiereg en vir die reëls van plagiaat;*
- *vorm deel van of bestuur 'n groep in 'n onbekende konteks om sodoende probleemoplossende-leer te fasiliteer of te bereik; en*
- *neem volle verantwoordelikheid vir sy/haar eie leervordering en pas probleemoplossende – en selfgerigte leerstrategieë toe en bestuur hulpbronne suksesvol om sodoende al die uitkomste van hierdie module te bereik.*

Method of delivery: Distance. Full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 2 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 2 uur skriftelike eksamen 50%.

Module code */ Modulekode*: **VWVD 512**	Semester 1	NQF level / *NKR vlak*: 7

Title: Consumer studies Methodology
Titel. Verbruikerstudies Metodiek

On successful completion of this module the student should be able to demonstrate:

- identify, analyse and critically reflect on the correct instruction, assessment and management of the subject Consumer Studies and apply it successfully to various scenarios;
- use the curriculum documents as provided by the Department of Basic Education confidently and with success to plan lessons;
- accurately and coherently communicate in written and verbal form with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- participate in or manage a team in an unfamiliar context in order to facilitate or affect problem-based learning; and
- take full responsibility for his/her own learning progress and apply problem-based and self-directed learning strategies and management of resources to successfully realise all outcomes of this module.

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- *identifiseer, analiseer en dink krities na oor die korrekte onderrig, assessering en bestuur van die vak Verbruikerswetenskap en pas dit suksesvol in verskeie scenario's toe;*
- *die kurrikulumdokumente, soos deur die Departement van Basiese Onderwys voorsien, met selfvertroue en sukses te gebruik om lesse te beplan;*
- *kommunikeer akkuraat en duidelik, skriftelik en mondeling, met begrip van en uit respek vir intellektuele besitregkonvensies, kopiereg en vir die reëls van plagiaat;*
- *vorm deel van of bestuur 'n groep in 'n onbekende konteks om sodoende probleemoplossende-leer te fasiliteer of te bereik; en*
- *neem volle verantwoordelikheid vir sy/haar eie leervordering en pas probleemoplossende – en selfgerigte leerstrategieë toe en bestuur hulpbronne suksesvol om sodoende al die uitkomste van hierdie module te bereik.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.

Module code */ Modulekode*: **VWVD 521**	Semester 2	NQF level / *NKR vlak*: 7

Title: Consumer studies Methodology
Titel. Verbruikerstudies Metodiek

On successful completion of this module the student should be able to demonstrate:

- that they can identify, analyse and critically reflect on the correct instruction, assessment and management of the practical sessions and aspects of the subject Consumer Studies and apply it successfully to various scenarios;
- that they are able to use curriculum documents provided by the Department of Basic Education with confidence and to successfully plan practical demonstrations and practical lessons;

- accuracy and coherency when communicating in written and verbal form, with the understanding of, and respect for intellectual property conventions, copyright and rules on plagiarism;
- that they are able to participate in or manage a team in an unfamiliar context in order to facilitate or affect problem-based learning; and
- the ability to take full responsibility for their own learning progress and apply problem-based and self-directed learning strategies and management of resources to successfully realise all outcomes of this module.

Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:

- *vermoë om die korrekte onderrig, assessering en bestuur van die praktiese sessies en aspekte van die vak Verbruikerstudies te kan identifiseer, ontleed en krities reflekteer en dit suksesvol kan toepas op verskeie scenario's;*
- *met selfvertroue die kurrikulumdokumente van die Departement van Basiese Onderwys kan gebruik en praktiese demonstrasies en praktiese lesse suksesvol te kan beplan;*
- *akkuraatheid en samehangendheid in kommunikasie in skriftelike en mondelinge vorm, met begrip en respek vir intellektuele eiendomskonvensies, kopiereg en reëls oor plagiaat;*
- *dat hulle in 'n span kan deelneem of bestuur in 'n onbekende konteks om sodoende probleemgebaseerde leer te fasiliteer of te beïnvloed;*
- *die vermoë om volle verantwoordelikheid vir hul eie leer vordering te neem en probleemgebaseerde en selfgerigte leerstrategieë en bestuur van hulpbronne toe te pas om al die uitkomste van hierdie module suksesvol te verwesenlik.*

Method of delivery: Distance, full-time
Metode van aflewering: Afstand, voltyds

Methods of assessment: Continuous assessment 50% and 1 x 3 hour written examination 50%.
Assesseringsmetodes: Deurlopende assessering 50% en 1 x 3 uur skriftelike eksamen 50%.