



Faculty of  
Education

In-Service and Further Training  
Programmes (Advanced Certificate  
in Teaching (ACT))



2022  
YEARBOOK



All universities in South Africa are obligated by law to take part in a National Project driven by the external regulatory bodies (the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA)) to align all qualifications with the Higher Education Qualifications Sub-Framework (HEQSF). It follows that the NWU is continuously in the process of aligning its qualification and programme offering with the requirements of the HEQSF.

Students are advised to contact the relevant faculty to ensure that they register for the correct qualification, programme and/or curriculum, and to report any errors and/or omissions noticed. **It is the duty of the student to ascertain that he/she is registering for the correct qualification, programme and/or curriculum.** The University will not be held liable for any damages students may suffer as a result of neglecting this responsibility.

## **NWU Office Bearers**

### **Chancellor**

Dr ATM Mokgokong

### **Vice-Chancellor**

Prof ND Kgwadi

### **Deputy Vice-Chancellor: Research and Innovation**

Prof FB Waanders (acting)

### **Deputy Vice-Chancellor: Teaching and Learning**

Prof R Balfour

### **Deputy Vice-Chancellor: Information Technology and Potchefstroom Campus Operations**

Prof DM Balia

### **Deputy Vice-Chancellor: Planning and Vanderbijlpark Campus Operations**

Prof LA du Plessis

### **Deputy Vice-Chancellor: Community Engagement and Mahikeng Campus Operations**

Prof BMP Setlalentoa

### **Registrar**

Prof MM Verhoef

### **Executive Director Student Life**

Dr JS Chalufu

## **NWU EXECUTIVE DEANS**

**Faculty of Economics and Management:** Prof S Swanepoel

**Faculty of Education:** Prof LN Conley

**Faculty of Engineering:** Prof L van Dyk

**Faculty of Health Sciences:** Prof AF Kotzé

**Faculty of Humanities:** Prof D Moyo

**Faculty of Law:** Dr LN Morei

**Faculty of Natural and Agricultural Sciences:** Prof DM Modise

**Faculty of Theology:** Dr H Goede

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**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 their 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.**

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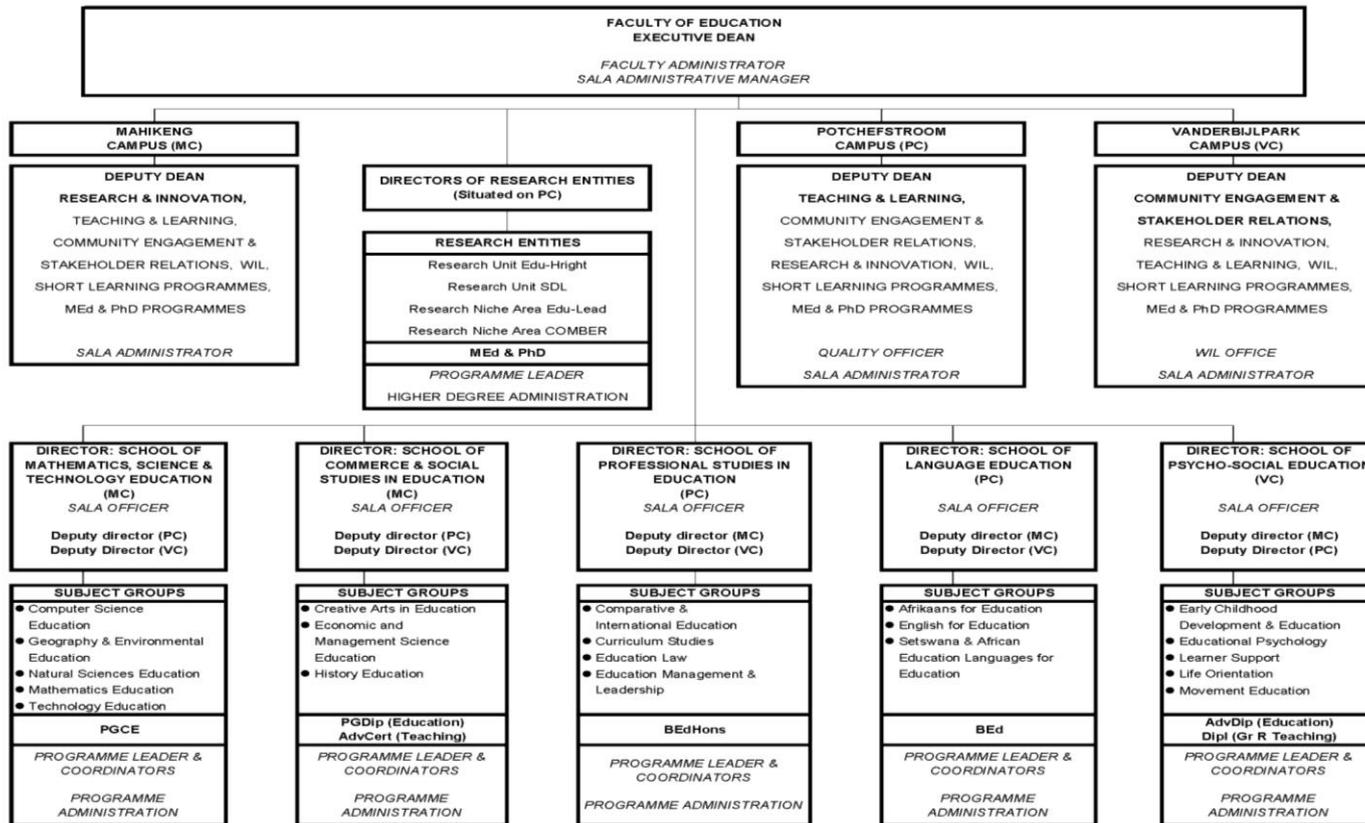
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# ORGANOGRAM OF THE FACULTY STRUCTURE 2022



## **FACULTY OF EDUCATION**

### **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 Stakeholder Relations: 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 (acting) – 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 PM Nkhoma – Dip ED, BSc, MEd, PhD

School of Psycho-social Education: Prof JF 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: Prof NT 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 NT Shaikhmag – 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 ML Lehihi

Ms D Coetzee

### **Quality Enhancement Administrator**

Ms SC Malinga

### **Faculty Accountant**

Ms M du Plessis

## **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**

### **Mahikeng**

- Telephone number: 018 389 2214
- E-mail address: [MCEducation@nwu.ac.za](mailto:MCEducation@nwu.ac.za)

### **Potchefstroom**

- Telephone number: 018 299 1766
- E-mail address: [Edu-EnquiryPotch@nwu.ac.za](mailto:Edu-EnquiryPotch@nwu.ac.za)

### **Vanderbijlpark**

- Telephone number: 016 910 3060
- E-mail address: [VTC-Education-Info@nwu.ac](mailto: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/](http://distance.nwu.ac.za/)

Email address: [DistancePotch@nwu.ac.za](mailto:DistancePotch@nwu.ac.za)

**Dedicated ACT email address:** [UODL-ACT@nwu.ac.za](mailto:UODL-ACT@nwu.ac.za)

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

## SCHOOLS IN THE FACULTY

School	Subject group
School of Mathematics, Science and Technology Education	<ul style="list-style-type: none"> <li>○ Computer Science Education</li> <li>○ Geography and Environmental Education</li> <li>○ Natural Sciences Education</li> <li>○ Mathematics Education</li> <li>○ Technology Education</li> </ul>
School of Commerce and Social Studies in Education	<ul style="list-style-type: none"> <li>○ Creative Arts in Education</li> <li>○ Economic Management Science Education</li> <li>○ History for Education</li> </ul>
School of Professional Studies in Education	<ul style="list-style-type: none"> <li>○ Curriculum Studies</li> <li>○ Comparative and International Education</li> <li>○ Education Law</li> <li>○ Education Management and Leadership</li> </ul>
School of Languages in Education	<ul style="list-style-type: none"> <li>○ Afrikaans for Education</li> <li>○ English for Education</li> <li>○ Setswana and African Languages for Education</li> </ul>
School of Psycho-social Education	<ul style="list-style-type: none"> <li>○ Early Childhood Development and Education</li> <li>○ Educational Psychology</li> <li>○ Learner Support</li> <li>○ Life Orientation</li> <li>○ Movement Education</li> </ul>

## **QUALIFICATIONS OFFERED BY THE FACULTY**

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

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

## QUALIFICATION, PROGRAMMES AND CURRICULA

ADVANCED CERTIFICATE IN TEACHING				
Qualification	Programme code	Curriculum code	Mode of delivery	NQF level
Advanced Certificate in Foundation Phase Teaching	4BLF01	O401P	Distance	6
Advanced Certificate in Intermediate Phase Teaching	Life Skills 4BMF01	O401P	Distance	6
	Mathematics 4BMF02	O402P		
	Science and Technology 4BMF03	O403P		
	Social Sciences 4BMF04	O404P		
Advanced Certificate in Senior Phase Teaching <sup>1</sup>	Economic and Management 4BSF01	O101P	Distance	6
	Life Orientation 4BSF03			
	Mathematics 4BSF04			
	Social Science 4BSF06			
	Technology 4BSF07			

<sup>1</sup> **Please note:** Students wishing to study the **Advanced Certificate in Senior Phase Teaching** must have sufficient internet access since the programme will not be offered as paper-based but will be presented online.

## **EDU.1 FACULTY RULES**

### **EDU.1.1 AUTHORITY OF THE GENERAL RULES**

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty yearbook 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 General Academic Rules are available on the webpage at: [http://www.nwu.ac.za/content/policy\\_rules](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 Senate Committee for Academic Standards (SCAS) 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 (DHET) and the South African Qualifications Authority (SAQA).

### **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](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/>

#### **EDU.1.2.1 Admission Requirements**

The admissions requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([www.nwu.ac.za/content/policy\\_rules](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.

**EDU.1.2.2 Method of Delivery**

<b>Definitions</b>	
<b>Distance mode of delivery</b>	<p>The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorials 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)</p> <p>Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus.</p>

**EDU.1.2.3 Annual Registration**

***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 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.

***Faculty rule:***

***Please take note that it is imperative that all DL students must register annually.***

*Should a student be registered for a module, NWU views that student as active in the module, and they will have two examination opportunities to pass the module successfully. Should the student not pass the module after the first two successive examination opportunities, whether or not participation took place towards the participation mark and/or examination, the student will fail the module and will have to reregister and pay for the module again.*

*Kindly note that NWU will charge a fee to the student's account should a second examination session be utilised.*

**EDU.1.2.4 Amendment, cancellation and discontinuation of registration**

**A-Rule 1.10.4.1:** Subject to the 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.

**Distance students:** The last day for programme/module amendments and cancellation will be communicated annually to the students for the first semester

and 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.

**A-rule 1.10.4.2:** Registration may be cancelled for a programme or a module, and entails that a student withdraws from the programme or module before formal tuition begins.

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

#### **EDU.1.2.5 Modules and Credits**

1. Subjects are presented according to modules, to which a certain number of credits are allocated.
2. Each module has a code and a descriptive name, e.g. ACCE 122 – Accounting for Education, first year level, second semester.
3. Each module has a certain weight, known as a credit.
4. Each module is to be passed individually.
5. Programme-specific rules apply (according to the relevant yearbook).
6. Mode of delivery-specific rules apply (according to the relevant yearbook).

#### **EDU.1.2.6 Calculation of Participation Marks**

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.

*Within the AC FPT and AC IPT programmes, participation marks consist of a first assignment and examination. The ACSPT programme is presented on eFundI and participation marks will be calculated as an average of multiple online assignments.*

**A-Rule 1.13.2.3:** A subminimum participation mark of 40% is needed for all modules to provide admission to the examination.

#### **EDU.1.2.7 Admission to Examinations**

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 Faculty Rule and A-Rule 1.13.2.3.

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.

**Faculty Rule 1.13.2.3:** A subminimum participation mark of at least 40% is needed for all modules to provide admission to the examination. (unless otherwise stipulated in the yearbook module outcomes).

### **EDU.1.2.8 Subminimum for Examination**

The subminimum for examinations in all modules is 40% (A-Rule 1.13.3.1).

### **EDU.1.2.9 Examination Opportunities**

The examination opportunities and the relevant rules are determined in accordance with A-Rules 3.5.2.

Any student who has obtained the required proof of participation and/or participation mark, as prescribed, will be admitted to utilise 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 3.5.2.1)

**Faculty Rule/A-Rule 2.5.3.2:** *For distance programmes, the second examination opportunity will take place six months after the first examination opportunity, as communicated to the distance students.*

**Exception:** *No second examination for continuous assessment modules.*

According to Faculty Rule 2.5.3.2 (in accordance with A-Rule 1.13.6), a student who, having used one or both examination opportunities provided for in the rules relating to the various qualification types and levels, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may apply to the executive dean concerned to be granted a final assessment opportunity, the **Dean's concession examination** (third examination opportunity), in the outstanding module provided that –

**A-Rule 1.13.6.1:** the student has achieved an adequate participation mark in the module for admission to the examination;

**A-Rule 1.13.6.2:** the student has previously failed the module in question;

**A-Rule 1.13.6.3:** the student completes the final assessment for the applicable module in the following examination period that is scheduled for such assessment opportunities in the annual university calendar;

**A-Rule 1.13.6.4:** the maximum mark that can be obtained for a final assessment is 50%;

**A-Rule 1.13.6.5:** the final module mark is based solely on the mark achieved in the final assessment, without taking the participation mark into account, and

**A-Rule 1.13.6.6:** the student is required to pay the applicable fee for the final assessment opportunity but is not required to re-register for the programme concerned, and provided that the student must have been registered for the module in the academic year during which all the other requirements for the attainment of the qualification were complied with.

### **EDU.1.2.10 Pass Requirements**

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% (Faculty Rule/A-Rule 1.13.3.1), unless stated otherwise in the rules of specific programmes and curricula.

Any student who fails a module (two consecutive exam opportunities) must repeat the module in order to obtain a new participation mark (according to A-Rule 1.13.3.5). All assignments must be completed again upon re-registration for a failed module.

A pass is obtained for a curriculum once all the modules of the programme have been passed individually (A-Rule 3.6.1).

#### **EDU.1.2.11 Progression Requirements**

In order to ensure that a sufficient percentage of the credit load of the programme for which the student is registered is completed within the maximum duration allowed for the study (A 1.16.1):

- A distance student must obtain at least 50% of the total credits that is required for the curriculum up to the historic year level for which the student is registered. (A 1.16.1.2).

#### **EDU.1.2.12 Repetition of Modules**

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

#### **EDU.1.2.13 Access to Marked Examination Work**

**A distance student** may apply, within the time frame stipulated in Faculty Rule 1.13.7.4 (as stipulated in A-rule 1.13.7.3), namely 10 working days, to the school director, via the UODL call centre, to view the examination scripts and the memorandum in the presence of the lecturer and the subject chairperson concerned in Potchefstroom in the lecturer's office or to receive written confirmation of the correctness of the results. If not satisfied, A-Rule 1.13.7.6 applies.

**A-Rule 1.13.7.7:** Remarking of examination work at the request of a student is subject to the payment of the applicable fee.

*In accordance with Faculty Rule 1.13.7.4, distance students may apply for a remark of their examination answering scripts provided that the UODL call centre receives the request within 10 working days after results were released and only if a minimum examination mark of 35% **and** a final module mark of 45% were obtained. The application form as well as the invoice of the required money paid should be submitted to the UDL call centre.*

***NB: It can take up to 2 months to receive the re-mark result. Students should thus plan and continue with their studies according to the published mark.***

#### **EDU.1.2.14 Monitoring of Academic Performance**

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.

### EDU.1.2.15 Extension of Period of Study

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 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.

### EDU.1.2.16 Termination of 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.

### EDU.1.3 WARNING AGAINST ACADEMIC MISCONDUCT AND PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details, see the NWU Policy on Academic Integrity that can be found at the following link under Policies on General Management Processes: [http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules).

Students should take note of the following excerpts from NWU policies related to **ACADEMIC MISCONDUCT**:

<b>Academic misconduct</b>	
This represents conduct constituting an act of fraud - including the following instances of deception by a student:	
1.1	Obtaining information, including copying, for the purpose of improving marks, by using notes, electronic devices or other forms of assistance during examination sessions where these have been prohibited by examination procedures.
1.2	Assisting fellow-students in assessments (both formative and summative) or receiving assistance from fellow students regarding take-away assessments when any collaboration has been prohibited by the relevant assessment procedures.
1.3	Sitting on behalf of another student for an assessment session or requesting a fellow-student to take an assessment on behalf of oneself.
1.4	Taking unauthorised materials into an assessment room.
1.5	The illegal taking of assessment materials or disruptive behaviour during an assessment period.
1.6	The unauthorised submitting of the same academic content for different modules or academic programmes.
1.7	Publishing, uploading or making available any material in which the NWU holds copyright without appropriate authorisation.
1.8	The fabrication of false research data and/or results.
1.9	Falsification by changing, omitting or manipulating research data and/or results.

**The NWU Policy on Academic Integrity provides the following definition for PLAGIARISM:**

The use without appropriate acknowledgement of another's ideas, hardcopy or electronic texts, images, computer programmes, sounds, designs, performance or any form of creative work as one's own work, including activities such as appropriating the knowledge, insights, wording or formulation of anybody else's work.

**NB:** Plagiarism is regarded as serious academic misconduct that may lead to disciplinary action.

**Policy on NWU Student Discipline**

Section 3.1.2: Misconduct may be considered by the NWU Disciplinary Hearing Committee in instances where the academic conduct of the student is dishonest, as described in the Policy on Academic Integrity;

Section 4.3: It is the policy of the university to have clear and consistent rules, processes and procedures to ensure the university's commitment to academic integrity. All allegations of plagiarism need to be investigated in accordance with the prescribed investigation procedure as approved by Senate.

**Withdrawal of a qualification**

The NWU Council may, in accordance with the NWU Academic Rules (Section 1.20), withdraw a qualification if the recipient of the qualification is found guilty on a charge of serious academic misconduct.

**EDU.1.4 CAPACITY STIPULATION**

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

**EDU.1.5 RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER**

Refer to Faculty Rule and 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 regards 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 module exemption:** A student may be exempted from completing a module of a programme on the basis of a documented process of recognition of prior learning. Such an exemption does not translate to credit transfer, but the student does not have to complete the module in question due to his/her proven knowledge, skill or experience, gained through informal or non-formal learning, which equates to the level and content of the outcomes of one or more modules of a particular academic programme. The outcomes of existing programme modules must therefore be compared and found to be similar/equivalent to the candidate's proven knowledge/experience/skills.

**Credit accumulation and transfer:** 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 credit accumulation and transfer (CAT). The completed outcomes must also comply with the relevant SAQA level descriptors and credit value.

A SALA administrative officer is appointed in the office of each of the school directors across the three sites of delivery, and they oversee the RPL/CAT process for both contact and distance students in the respective programmes.

Processes for each of the types of RPL/CAT as well as forms and guidelines to compile a portfolio of evidence are available at the faculty's quality office, and will be included in the Quality manual of the faculty, after approval by faculty board.

## **EDU.2 DISTANCE LEARNING QUALIFICATIONS / PROGRAMMES**

### **EDU.2.1 WHAT IS DISTANCE LEARNING (UDL)?**

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 distance learning by allowing students to register for the modules of a programme either in January or in June (where applicable), 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).

### **EDU.2.2 UNIT FOR OPEN DISTANCE LEARNING (UODL)**

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.

#### **Contact details**

Tel: +27 18 285 5900

Fax: +27 87 234 4957

**Website:** [distance.nwu.ac.za/](http://distance.nwu.ac.za/)

**Email:** [DistancePotch@nwu.ac.za](mailto:DistancePotch@nwu.ac.za)

**Dedicated ACT email address:** [UODL-ACT@nwu.ac.za](mailto:UODL-ACT@nwu.ac.za)

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

#### **Written correspondence**

##### **Academic matters**

The Academic Manager:

UDL

North-West University

Private Bag X6001

Potchefstroom

2520

South Africa

## **Administrative matters**

The Unit for Open Distance Learning (UODL)

Building B11A

North-West University

Private Bag X6001

Potchefstroom

2520

South Africa

### **EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING UDL STUDIES**

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/second opportunities) if the students 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.

### **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.

### **Termination of studies of DL students**

The minimum and maximum duration of study for the various qualifications is indicated in the yearbook 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: UDL 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.

### **EDU.2.4 LANGUAGE POLICY AND INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC)**

Contact classes for EDU and distance learning programmes are offered in English.

Study guides for ACT, EDU and distance learning programme modules are available in English. Students may, however, do assignments and answer examination papers in Afrikaans.

## EDU.3 LIST OF MODULES

Module code	Descriptive name	Prerequisites	Credits
AASM 571	Algebra for Senior Phase Mathematics		32
ACFL 511	Financial Literacy 1		16
ACFL 521	Financial Literacy II		16
AECO 511	Economics I		16
AECO 521	Economics II		16
AEMS 511	Elementary Mathematics for Teachers I		8
AEMS 521	Elementary Mathematics for Teachers II		8
AEMT 511	Elementary Mathematics for Teachers		8
AENT 511	Entrepreneurship I		16
AENT 521	Entrepreneurship II		16
AFAL 511	English First Additional Language I		12
AFAL 521	English First Additional Language II		12
AGCS 511	Graphic Communication in Senior Phase Technology I		12
AGCS 521	Graphic Communication in Senior Phase Technology II		12
AGIM 571	Geometry for Intermediate Phase Mathematics		16
AGSM 571	Geometry and Trigonometry for Senior Phase Mathematics		32
AHIS 511	History II		16
AHIS 521	History III		16
AHSP 511	History I		16
AHSS 511	Social Science I		8
AHSS 521	Social Science II		8
AIIP 511	Foundations of Education in the Intermediate Phase		16
AIFP 511	Foundations of Education in the Foundation Phase		16
AISP 511	Foundations of Education for Senior Phase		16
AKAT 521	Knowledge Areas of Technology Education		8
ALCA 521	Life Skills for Intermediate Phase: Creative Arts		8
ALCG 511	Life Orientation for Senior phase: Career Guidance		24
ALFA 511	Afrikaans First Language		16

ALFE 511	English First Language		16
ALFP 521	English First Additional Language in Foundation Phase		16
ALFS 511	Setswana First Language		16
ALIF 511	Life Skills in Foundation Phase I		16
ALIF 521	Life Skills in Foundation Phase I		16
ALPD 521	Life Orientation for Senior Phase: Personal Development in Society		24
ALPE 511	Life Orientation for Senior Phase: Social Development		24
ALPE 521	Life Orientation for Senior Phase: Physical Education		24
ALPI 511	Life Skills for Intermediate Phase: Physical Education		8
ALPS 521	Life Skills for Intermediate Phase: Personal and Social Well-being		8
ALRE 511	Life Skills for Intermediate Phase: Religion Education		8
AMAT 511	Planning for effective Mathematics teaching and learning in the Foundation Phase		16
AMAT 521	Life Skills in Foundation Phase II		16
AMSS 511	Map Skills		16
ANIM 571	Numbers and Number Systems in Intermediate Phase Mathematics		16
APGE 521	Physical Geography		16
APRM 521	Population and Resource Management		16
APRO 511	Knowledge Area: Processing		16
ASAC 511	Knowledge Area: Systems and Control		16
ASSM 521	Statistics and Probability for Senior Phase Mathematics		16
ASTR 511	Knowledge Area: Structures		12
ATAL 521	Teaching and Learning Strategies for Technology Education		12
ATPI 511	Technological Processes in the Intermediate Phase		8
ATPS 521	Technological Processes in the Senior Phase		16
AWIL 521	Work-integrated Learning FP		8
AWIL 522	Work-integrated Learning IP		8
AWIL 523	Work-integrated Learning SP		8

CMPF 511 <sup>2</sup>	Information and Communication Technology Competency for Teaching Students		12
INSC 511	Intermediate Science I		8
INSC 521	Intermediate Science II		8
ISSP 511	Maps, Settlement and Population Geography		8
ISSP 521	Physical Geography and Resources: Africa and SA		8

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<sup>2</sup> ADDITIONAL MODULE: CMPF module on level 7, 12 credits on top of minimum 120 credits for the ACT qualification.

## **EDU.4 RULES FOR THE ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING (ACFPT)**

### **EDU.4.1 PURPOSE OF THE PROGRAMME**

The ACT is a NQF Level 6 qualification aimed at providing educators with an opportunity to either upgrade and enrich their existing knowledge in a particular area of specialisation, or change their area of specialisation. The former might become necessary due to new developments in an area of study while the latter may be a response to changing national needs or a need for a change in career path. The ACT is open to candidates who are already in possession of an approved Level 5 qualification in the field of education, training and development (a three year teaching qualification) and creates additional opportunities for further study at NQF Level 7.

It is expected that Foundation Phase teachers ought to be competent to teach from Grade R to 3. The knowledge mix for the Advanced Certificate in Foundation Phase Teaching qualification includes pedagogical and practical learning, in order to enable teachers to work competently with Grade R-3 learners as to enhance their teaching competency in a theoretical and practical manner. The scope of the Advanced Certificate in Foundation Phase Teaching encompasses Grade R teaching that focuses on learning through play, developing physical co-ordination; as well as developing spoken language competence and fundamental ideas that will form the basis for the future development of number sense and literacy which prepare young children for formal learning in Grades 1-3.

In addition, this qualification will provide teachers with the opportunity to enhance their specialisation in Foundation Phase teaching, as they are required to teach all four subjects (First Language, English First Additional Language, Mathematics and Life Skills), while drawing from a broad range of general knowledge that will support and enable them to implement the national school curriculum. Such teachers are in need of extensive and specialised knowledge of early childhood learning, in order to teach reading, writing and numeracy, as well as to develop key initial concepts and skills that lay the foundation for learning in future phases. They require skills in the early identification of barriers to learning and ought to be knowledgeable and competent with regard to the differentiation of prescribed curriculum content that enables various learning styles and preferences. The AWIL 521 module provides the students with the opportunity to apply their knowledge and skills to the practical teaching situation. This qualification also provides all students with the opportunity to become computer literate as required by the DoE, by presenting an additional ICT module: CMPF 511.

#### **EDU.4.1.1 Minimum and Maximum Duration of Study**

The minimum duration of the ACT via DL study is one year and the maximum duration is three years, unless stated otherwise. The ACT is typically presented over two years via distance learning.

#### ***Important notice:***

*Please specify whether you would like to complete your studies over one or two years when registering as you will need to re-register and pay again for all registered modules not participated in or passed after two consecutive exam opportunities.*

#### **EDU.4.1.2 Admission Requirements for the Qualification**

To be admitted to the Advanced Certificate in Teaching the student must be in possession of at least an approved after school teaching qualification of three years (at least at NQF level 5), evaluated at REQV level 13. Adult and Early Childhood Development education are not school-based qualifications and, therefore, do not provide entrance into the ACT.

Admission may be obtained by being in possession of

- a) any recognised three-year teaching qualification (ACE/FDE/HED/SDE/PDE);
- b) a recognised four-year HED qualification; or
- c) a degree plus PGCE or Higher Diploma in Education.
- d) Adult education (ABET) and Early Childhood Development (ECD) qualifications do not provide access because they are not considered to be school-based teaching qualifications.

#### **EDU.4.1.3 Specific Requirements for Different ACT Specialisations**

Where applicable, specific requirements are explained under each of the relevant curricula in this Yearbook.

#### **EDU.4.1.4 Work Integrated Learning (WIL)**

All students must complete minimum three weeks of Work Integrated Learning in their year of study at an approved school of their choice. It is compulsory for ACFPT students to do their WIL in the Foundation Phase (Gr R – 3).

Work integrated learning involves Additional Financial costs that must be borne by the students. These costs are not included in the tuition fees.

#### **EDU.4.1.5 Qualification Outcomes**

After the successful completion of an ACT in FP teaching, the student must demonstrate, in his/her area of specialization, the following:

##### **Detailed knowledge and understanding of:**

- a) the key terms, concepts, facts, principles, rules, theories related to early childhood teaching;
- b) how to apply this knowledge to teaching strategies and methods within the Foundation Phase context;
- c) the origin and development of knowledge within the field of early childhood development and critical understanding of schools of thought within the field.
- d) the application of knowledge within the field of Foundation Phase teaching and the integration of Grade R within the formal school system;
- e) the understanding and implementation of the different roles a Foundation Phase teacher needs to fulfil in diverse educational settings;

- f) accurate and coherent written and verbal communication of assignments and tasks with understanding of and respect for intellectual property conventions and rules on plagiarism;
- g) the ability to manage and organise a Foundation Phase class effectively when teaching;
- h) the ability to communicate effectively with relevant stakeholders in the school;
- i) an understanding of the challenges that face early childhood education in South Africa due to social challenges such as poverty, rurality, HIV/AIDS, language and cultural diversity; and
- j) the ability to monitor own learning progress and apply relevant learning strategies to realise all the outcomes of these modules.

**EDU.4.2      ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING  
(PROGRAMME 4BLF01), COMPILATION OF CURRICULUM O401P**

**Curriculum layout when completing studies ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AIFP 511	H	16
ALFA/ALFE/ALFS 511	H	16
CMPF 511	A	12
AMAT 511	H	16
ALIF 511	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
ALFP 521	H	16
AWIL 521	H	8
AMAT 521	H	16
ALIF 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies over TWO years:**

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AIFP 511	H	16	CMPF 511	A	12
ALFA/ALFE/ALFS 511	H	16	AMAT 511	H	16
			ALIF 511	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>32</b>	<b>Total 1<sup>st</sup> semester</b>		<b>44</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
ALFP 521	H	16	AMAT 521	H	16
AWIL 521	H	8	ALIF 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>32</b>
<b>Total year level 1</b>		<b>56</b>	<b>Total year level 2</b>		<b>76</b>
<b>Total credits in curriculum</b>					<b>132</b>

## **EDU.5 RULES FOR THE ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING (ACIPT)**

### **EDU.5.1 PURPOSE OF THE PROGRAMME**

Refer to EDU.4.1.

The ACT Intermediate Phase must prepare teachers to teach from grades 4 - 7. The policy also stated that the qualification must include specialist teaching of a maximum of three Intermediate subjects of which one must be English First Additional Language teaching. The qualification must also address fundamental mathematical concepts and barriers to learning.

The design of the qualification consists of four sections, namely a section with generic modules, a section with fundamental modules, a section with specialisation modules and an additional section. The first section is a generic section and consists of Foundations of Education and Work Integrated Learning. The second section is fundamental modules and consists of three modules. The first two modules are English First Additional Language modules and the third module is a fundamental Mathematics module that focuses on fundamental mathematical concepts. The inclusion of these modules is based on the Minimum Requirements for Teacher Education Qualification policy which stated that all Intermediate phase teachers must complete English as an additional language and fundamental mathematical concepts as a module.

The third section consists of 64 credits of the qualification which are directed towards the strengthening of subject specific knowledge. Students can choose any 2 specialisations consisting of 32 credits per specialisation.

The last section is an additional ICT module on level 5. We deemed it necessary that teachers must be ICT competent therefore we include the additional 12 credits on level 5 as allowed by the MRTEQ policy (p 31). Therefore, this qualification will consist of 132 credits. The AWIL 522 module provides students with the opportunity to apply their knowledge and skills to the practical teaching situation. This qualification also provides all students with the opportunity to become computer literate as required by the DoE.

#### **EDU.5.1.1 Minimum and Maximum Duration of Study**

The minimum duration of the ACT via DL study is one year and the maximum duration is three years, unless stated otherwise. The ACT is presented over two years via distance learning.

##### ***Important notice:***

*Please specify whether you would like to complete your studies over one or two years when registering as you will need to re-register and pay again for all registered modules not participated in or passed after two consecutive exam opportunities.*

#### **EDU.5.1.2 Admission Requirements for the Qualification**

To be admitted to the Advanced Certificate in Teaching the student must be in possession of at least an approved after school teaching qualification of three years (at least at NQF level 5), evaluated at REQV level 13. Adult and Early Childhood Development education not school-based qualifications and, therefore, do not provide entrance into the ACT.

Admission may be obtained by being in possession of

- e) any recognised three-year teaching qualification (ACE/FDE/HED/SDE/PDE);
- f) a recognised four-year HED qualification; or
- g) a degree plus PGCE or Higher Diploma in Education.
- h) Adult education (ABET) and Early Childhood Development (ECD) qualifications do not provide access because they are not considered to be school-based teaching qualifications.

### **EDU.5.1.3 Specific Requirements for Different ACT Specialisations**

Where applicable, specific requirements are explained under each of the relevant curricula in this Yearbook.

Students wishing to follow a curriculum in Mathematics Education must have undergone training qualifying them to be appointed in a permanent position as an educator in the relevant learning area, Mathematics Education or Mathematical Literacy; in a particular school phase.

**OR**

They should have passed Mathematics as a grade 12 subject

**OR**

Teachers who submit proof that they have been teaching Mathematics for at least three - five years will also be accepted.

### **EDU.5.1.4 Work Integrated Learning (WIL)**

All students must complete minimum three weeks of Work Integrated Learning in their year of study at an approved school of their choice. It is compulsory for ACIPT students to do their WIL in the Intermediate Phase (Gr 4 – 7).

Work integrated learning involves Additional Financial costs that must be borne by the students. These costs are not included in the tuition fees.

### **EDU.5.1.5 Qualification Outcomes**

Upon completion of the Advanced Certificate in Intermediate Phase Teaching qualification, the student will demonstrate the following:

- a) detailed knowledge and understanding of key terms, concepts, principles, rules and theories related to the teaching of the IP school curriculum;
- b) detailed knowledge and understanding of the origin, development and different schools of thought within the selected subjects of the IP school curriculum;
- c) ability to solve fundamental problems when teaching and assessing the selected subjects of the IP school curriculum through selecting, evaluating and applying those methods and procedures applicable to a subject.
- d) ability to distinguish and solve subject specific problems in diverse teaching contexts;
- e) understanding of the ethical implications of decision, action and practices relevant to the teaching of the IP curriculum;

- f) understanding of the values and conduct of teaching in a manner that enhances the teaching profession.
- g) ability to understand and apply subject specific methods and techniques of research;
- h) ability to communicate effectively through written, verbal and technology communication skills in their different subjects;
- i) the ability to act as a group leader or group member in class and to complete a group task against set criteria in a specific subject;
- j) the ability to critically monitor own learning against learning outcomes and professional community of practice to improve and adapt their own teaching.
- k) broad background knowledge of fundamental mathematical concepts;
- l) skills to identify barriers to learning in a diverse teaching and learning context; and
- m) the ability to teach, assess and manage a class effectively in a diverse and multi-level teaching and learning context.

**EDU.5.2      ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:  
LIFE SKILLS (PROGRAMME 4BMF01), COMPILATION OF  
CURRICULUM O401P**

**Curriculum layout when completing studies over ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AIIP 511	H	16
AEMT 511	H	8
ALPI 511	H	8
AFAL 511	H	12
ALRE 511	H	8
CMPF 511	A	12
SPEC 2 511	H	8
SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>80</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 522	H	8
ALCA 521	H	8
AFAL 521	H	12
ALPS 521	H	8
SPEC 2 521	H	8
SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>52</b>
<b>Total credits in curriculum</b>		<b>132</b>

**\* Please note that both ANIM 571 and AGIM 571 must be registered in the first semester if Maths is taken as second specialisation.**

### Curriculum layout when completing studies over TWO years:

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	CMPF 511	A	12
AEMT 511	H	8	AFAL 511	H	12
ALPI 511	H	8	ALRE 511	H	8
SPEC 2 511	H	8	SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>40</b>	<b>Total 1<sup>st</sup> semester</b>		<b>40</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 522	H	8	AFAL 521	H	12
ALCA 521	H	8	ALPS 521	H	8
SPEC 2 521	H	8	SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>28</b>
<b>Total year level 1</b>		<b>64</b>	<b>Total year level 2</b>		<b>68</b>
<b>Total credits in curriculum</b>					<b>132</b>

\*Second specialisation depending on available choice

**\* Please note that both ANIM 571 and AGIM 571 must be registered in the first semester if Maths is taken as second specialisation.**

**EDU.5.3      ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:  
 MATHEMATICS (PROGRAMME 4BMF02), COMPILATION OF  
 CURRICULUM O402P**

**Curriculum layout when completing studies over ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
ANIM 571	H	16
AGIM 571	H	16
<b>Total year modules</b>		<b>32</b>
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AIIP 511	H	16
AEMT 511	H	8
AFAL 511	H	12
CMPF 511	A	12
SPEC 2 511	H	8
SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>64</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 522	H	8
AFAL 521	H	12
SPEC 2 521	H	8
SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>36</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies over TWO years:**

Year 1			Year 2		
Year modules (First and second semester)			Year modules (First and second semester)		
Module code	Type	Cr	Module code	Type	Cr
ANIM 571	H	16	AGIM 571	H	16
<b>Total year modules</b>		<b>16</b>	<b>Total year modules</b>		<b>16</b>
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	CMPF 511	A	12
AEMT 511	H	8	AFAL 511	H	12
SPEC 2 511	H	8	SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>32</b>	<b>Total 1<sup>st</sup> semester</b>		<b>32</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 522	H	8	AFAL 521	H	12
SPEC 2 521	H	8	SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>16</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>20</b>
<b>Total year level 1</b>		<b>64</b>	<b>Total year level 2</b>		<b>68</b>
<b>Total credits in curriculum</b>					<b>132</b>

\*Second specialisation depending on available choice

**EDU.5.4      ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:  
SCIENCE AND TECHNOLOGY (PROGRAMME 4BMF03),  
COMPILATION OF CURRICULUM O403P**

**Curriculum layout when completing studies over ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AIIP 511	H	16
AEMT 511	H	8
AFAL 511	H	12
ATPI 511	H	8
CMPF 511	A	12
INSC 511	H	8
SPEC 2 511	H	8
SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>80</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 522	H	8
AKAT 521	H	8
AFAL 521	H	12
INSC 521	H	8
SPEC 2 521	H	8
SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>52</b>
<b>Total credits in curriculum</b>		<b>132</b>

**\* Please note that both ANIM 571 and AGIM 571 must be registered in the first semester if Maths is taken as second specialisation.**

### Curriculum layout when completing studies over TWO years:

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	CMPF 511	A	12
AEMT 511	H	8	AFAL 511	H	12
INSC 511	H	8	ATPI 511	H	8
SPEC 2 511	H	8	SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>40</b>	<b>Total 1<sup>st</sup> semester</b>		<b>40</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 522	H	8	AFAL 521	H	12
INSC 522	H	8	AKAT 521	H	8
SPEC 2 521	H	8	SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>28</b>
<b>Total year level 1</b>		<b>64</b>	<b>Total year level 2</b>		<b>68</b>
<b>Total credits in curriculum</b>					<b>132</b>

\*Second specialisation depending on available choice

**\* Please note that both ANIM 571 (year 1) and AGIM 571 (year 2) must be registered in the first semester if Maths is taken as second specialisation.**

**EDU.5.5      ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:  
SOCIAL SCIENCE (PROGRAMME 4BMF04), COMPILATION OF  
CURRICULUM O404P**

**Curriculum layout when completing studies over ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AIIP 511	H	16
AEMT 511	H	8
AFAL 511	H	12
AHSS 511	H	8
CMPF 511	A	12
ISSP 511	H	8
SPEC 2 511	H	8
SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>80</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 522	H	8
ALCA 521	H	8
AFAL 521	H	12
AHSS 521	H	8
ISSP 521		
SPEC 2 521	H	8
SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>52</b>
<b>Total credits in curriculum</b>		<b>132</b>

**\* Please note that both ANIM 571 and AGIM 571 must be registered in the first semester if Maths is taken as second specialisation.**

### Curriculum layout when completing studies over TWO years:

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	CMPF 511	A	12
AEMT 511	H	8	ISSP 511	H	8
AHSS 511	H	8	AFAL 511	H	12
SPEC 2 511	H	8	SPEC 2 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>40</b>	<b>Total 1<sup>st</sup> semester</b>		<b>40</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 522	H	8	AFAL 521	H	12
AHSS 521	H	8	ISSP 521	H	8
SPEC 2 511	H	8	SPEC 2 521	H	8
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>28</b>
<b>Total year level 1</b>		<b>64</b>	<b>Total year level 2</b>		<b>68</b>
<b>Total credits in curriculum</b>					<b>132</b>

\*Second specialisation depending on available choice

**\* Please note that both ANIM 571 and AGIM 571 must be registered in the first semester if Maths is taken as second specialisation.**

## **EDU.6 RULES FOR THE ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING (ACSPT)**

### **EDU.6.1 PURPOSE OF THE PROGRAMME**

Refer to EDU.4.1.

Teachers specializing in the Senior Phase, should be able to teach the subject specialisation of their choice to learners from grade 7 to 9. The ACT Senior Phase programme consists of three sections. Firstly, a section with generic modules in which students learn the foundations of education (AISP 511) and complete a practical component at a school and submit a portfolio (AWIL 523). Secondly, an additional module which focuses on basic computer literacy (CMPF 511). Finally, one chosen specialization which carries 96 credits. We offer:

- Economic and Management Sciences;
- Life Orientation;
- Mathematics;
- Social Science; and
- Technology.

#### **EDU.6.1.1 Minimum and Maximum Duration of Study**

The minimum duration of the ACT via DL study is one year and the maximum duration is three years, unless stated otherwise. The ACT is presented over two years via distance learning.

***Faculty comment:***

*Please specify whether you would like to complete your studies over one or two years when registering as you will need to re-register and pay again for all registered modules not participated in or passed after two consecutive exam opportunities.*

#### **EDU.6.1.2 Admission Requirements for the Qualification**

To be admitted to the Advanced Certificate in Teaching the student must be in possession of at least an approved after school teaching qualification of three years (at least at NQF level 5), evaluated at REQV level 13. Adult and Early Childhood Development education are not school-based qualifications and, therefore, do not provide entrance into the ACT.

Admission may be obtained by being in possession of

- i) any recognised three-year teaching qualification (ACE/FDE/HED/SDE/PDE);
- j) a recognised four-year HED qualification; or
- k) a degree plus PGCE or Higher Diploma in Education.
- l) Adult education (ABET) and Early Childhood Development (ECD) qualifications do not provide access because they are not considered to be school-based teaching qualifications.

### **EDU.6.1.3 Specific Requirements for Different ACT Specialisations**

**Please note:** *Students wishing to study the Advanced Certificate in Senior Phase Teaching must have sufficient internet access as the programme will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on eFundi and other online platforms.*

Where applicable, specific requirements are explained under each of the relevant curricula in this Yearbook.

Students wishing to follow a curriculum in Mathematics Education must have undergone training qualifying them to be appointed in a permanent position as an educator in the relevant learning area, Mathematics Education or Mathematical Literacy; in a particular school phase.

**OR**

They should have passed Mathematics as a grade 12 subject

**OR**

Teachers who submit proof that they have been teaching Mathematics for at least three - five years will also be accepted.

### **EDU.6.1.4 Work Integrated Learning (WIL)**

All students must complete minimum three weeks of Work Integrated Learning in their year of study at an approved school of their choice. It is compulsory for ACSPT students to do their WIL in the Senior Phase (Gr 7 - 9).

Work integrated learning involves Additional Financial costs that must be borne by the students. These costs are not included in the tuition fees.

### **EDU.6.1.5 Qualification Outcomes**

Upon completion of the Advanced Certificate in Senior Phase Teaching qualification, the student will demonstrate the following:

- a) detailed knowledge and understanding of the key terms, concepts, facts, principles, rules, theories related to Senior Phase teaching and how this knowledge applies to teaching strategies and methods within the Senior Phase context. In the module Foundations of Education in the Senior Phase (AISP 511), one section focuses on general education theories, while the second section focuses on the development of the learner and on diverse impairments. (NQF 6 a, b, g, h);
- b) accurate and coherent written and verbal communication of assignments and tasks with understanding of and respect for intellectual property conventions and rules (NQF 6 b, c, g, h, i, j);
- c) the ability to manage and organise a Senior Phase class effectively when teaching, applying appropriate values and acceptable conduct. They have to demonstrate that they comprehend the ethical implications of decision, action and practice related to teaching the Senior Phase Curriculum in diverse teaching contexts. These will be especially assessed in the work-integrated learning module AWIL 523;

- d) an understanding of the challenges that face Senior Phase education in South Africa due to social challenges such as poverty, rurality, HIV/AIDS, language and cultural diversity;
- e) reflective processes to evaluate their own teaching and learning processes, demonstrate the ability to monitor own learning progress and apply relevant learning strategies to realise all the outcomes of this qualification;
- f) the origin and development of knowledge within the field of education and critical understanding of schools of thought within the field. This is addressed by all specialisation modules in the specialisations applied for: Economic and Management Sciences, Mathematics, Life Orientation, Social Science and Technology;
- g) The modules have been designed to engage students in the acquisition of specific knowledge and skills at NQF level 6. During the course of the qualification, the teacher- student will learn specific knowledge and acquire special skills, which relate to the following:
  - Scope of knowledge: An understanding of the different roles a Senior Phase teacher needs to fulfil in diverse educational settings, combined with both subject knowledge and knowledge of teaching, learning and assessment strategies, which will enable him/her to apply the knowledge and skills when teaching a Senior Phase class of learners. In the various specialisations, modules have been designed to provide the content and pedagogical knowledge necessary to enhance the student's teaching;
  - Knowledge literacy: An ability to interrogate multiple sources of knowledge and form a critical understanding of the principles and theories of teaching, learning and assessment in the Senior Phase context. In each specialisation module, and especially in CMPF 511, students will be guided towards related knowledge literacy. Method and procedure: The qualification includes a WIL-component (AWIL 523) during which time the student is required to select and apply appropriate processes and techniques to organise and manage the teaching and learning in the Senior Phase classroom. During a six-week WIL period these will be assessed by trained and registered mentor/support teachers;
  - Problem-solving: The ability to manage learners in accordance with their diversity, identify learners at risk, and analyse and deal with problems related to learners (AISP 511), the act of teaching and the full learning environment of the Senior Phase (specialisation modules). Module AISP 511 comprises detailed work on inclusive education;
  - Communication of information: The ability to communicate coherently and clearly, orally and in writing, with learners in the Senior Phase classroom, as well as with other relevant stakeholders in the school, and to acquire basic information technology skills in order to support learners in the Senior Phase. The fundamental modules English First Additional Language (AFAL 511 and AFAL 521) have been designed

specially to overcome the language barrier which exists in teaching and learning;

- Ethics and professional practice: A critical understanding of the ethics and professional practice applicable to the Senior Phase classroom and a competency in applying such when teaching. This will be assessed during WIL (module AWIL 523) and in the various specialisation modules;
  - Responsibility and accountability: The ability to accept responsibility and be accountable for their own learning, which will be evident from admission to formal examinations based on a participation mark for submitted assignments. Distance Learning requires students to work mainly on their own; and
- h) All the modules will develop the abilities of students to reflect critically on their own practice in order to improve constantly. In each study guide a reflective journal is built in in which students are required to reflect on what they have learnt in a specific study.

**EDU.6.2 ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING:  
ECONOMIC AND MANAGEMENT SCIENCES (PROGRAMME  
4BSF01), COMPILATION OF CURRICULUM O101P**

*Please note: Students wishing to study the Advanced Certificate in Senior Phase Teaching must have sufficient internet access since the programme will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on eFundi and other online platforms.*

**Curriculum layout when completing studies in ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AISP 511	H	16
AECO 511	H	16
AENT 511	H	16
ACFL 511	H	16
CMPF 511	A	12
<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 523	H	8
AECO 521	H	16
AENT 521	H	16
ACFL 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies in TWO years:**

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	CMPF 511	A	12
AECO 511	H	16	ACFL 511	H	16
AENT 511	H	16			
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>28</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	AENT 521	H	16
AECO 521	H	16	ACFL 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>32</b>
<b>Total year level 1</b>		<b>72</b>	<b>Total year level 2</b>		<b>60</b>
<b>Total credits in curriculum</b>					<b>132</b>

**EDU.6.3      ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING: LIFE ORIENTATION (PROGRAMME 4BSF03), COMPILATION OF CURRICULUM O101P**

***Please note:** Students wishing to study the Advanced Certificate in Senior Phase Teaching must have sufficient internet access since the programme will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on eFundi and other online platforms.*

**Curriculum layout when completing studies in ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AISP 511	H	16
ALCG 511	H	24
ALPE 511	H	24
CMPF 511	A	12
<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 523	H	8
ALPD 521	H	24
ALPE 521	H	24
<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies in TWO years:**

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	CMPF 511	A	12
ALCG 511	H	24	ALPE 511	H	24
<b>Total 1<sup>st</sup> semester</b>		<b>40</b>	<b>Total 1<sup>st</sup> semester</b>		<b>36</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	ALPE 521	H	24
ALPD 521	H	24			
<b>Total 2<sup>nd</sup> semester</b>		<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>
<b>Total year level 1</b>		<b>72</b>	<b>Total year level 2</b>		<b>60</b>
<b>Total credits in curriculum</b>					<b>132</b>

**EDU.6.4      ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING:  
MATHEMATICS (PROGRAMME 4BSF04), COMPILATION OF  
CURRICULUM O101P**

***Please note:** Students wishing to study the Advanced Certificate in Senior Phase Teaching must have sufficient internet access since the programme will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on eFundi and other online platforms.*

**Curriculum layout when completing studies in ONE year:**

<b>Year 1</b>		
<b>Year modules (First and second semester)</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AASM 571	H	32
AGSM 571	H	32
<b>Total year modules</b>		<b>64</b>
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AISP 511	H	16
AEMS 511	H	8
CMPF 511	A	12
<b>Total 1<sup>st</sup> semester</b>		<b>36</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 523	H	8
AEMS 521	H	8
ASSM 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>32</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies in TWO years:**

Year 1			Year 2		
Year modules (First and second semester)			Year modules (First and second semester)		
Module code	Type	Cr	Module code	Type	Cr
AASM 571	H	32	AGSM 571	H	32
<b>Total year modules</b>		<b>32</b>	<b>Total year modules</b>		<b>32</b>
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	CMPF 511	A	12
			AEMS 511	H	8
<b>Total 1<sup>st</sup> semester</b>		<b>16</b>	<b>Total 1<sup>st</sup> semester</b>		<b>20</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	AEMS 521	H	8
ASSM 521	H	16			
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>8</b>
<b>Total year level 1</b>		<b>72</b>	<b>Total year level 2</b>		<b>60</b>
<b>Total credits in curriculum</b>					<b>132</b>

**EDU.6.5      ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING: SOCIAL SCIENCE (PROGRAMME 4BSF06), COMPILATION OF CURRICULUM 101P**

*Please note: Students wishing to study the Advanced Certificate in Senior Phase Teaching must have sufficient internet access since the programme will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on eFundi and other online platforms.*

**Curriculum layout when completing studies in ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AISP 511	H	16
AHSP 511	H	16
AHIS 511	H	16
AMSS 511	H	16
CMPF 511	A	12
<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 523	H	8
AHIS 521	H	16
APGE 521	H	16
APRM 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies in TWO years:**

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	CMPF 511	A	12
AHSP 511	H	16	AMSS 511	H	16
AHIS 511	H	16			
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>28</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	APGE 521	H	16
AHIS 521	H	16	APRM 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>32</b>
<b>Total year level 1</b>		<b>72</b>	<b>Total year level 2</b>		<b>60</b>
<b>Total credits in curriculum</b>					<b>132</b>

**EDU.6.6      ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING:  
TECHNOLOGY (PROGRAMME 4BSF07), COMPILATION OF  
CURRICULUM 101P**

***Please note:** Students wishing to study the Advanced Certificate in Senior Phase Teaching must have sufficient internet access since the programme will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on eFundi and other online platforms.*

**Curriculum layout when completing studies in ONE year:**

<b>Year 1</b>		
<b>First semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AISP 511	H	16
AGCS 511	H	12
APRO 511	H	16
ASTR 511	H	12
ASAC 511	H	16
CMPF 511	A	12
<b>Total 1<sup>st</sup> semester</b>		<b>84</b>
<b>Second semester</b>		
<b>Module code</b>	<b>Type</b>	<b>Cr</b>
AWIL 523	H	8
AGCS 521	H	12
ATAL 521	H	12
ATPS 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>48</b>
<b>Total credits in curriculum</b>		<b>132</b>

**Curriculum layout when completing studies in TWO years:**

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	CMPF 511	A	12
AGCS 511	H	12	ASTR 511	H	12
APRO 511	H	16	ASAC 511	H	16
<b>Total 1<sup>st</sup> semester</b>		<b>44</b>	<b>Total 1<sup>st</sup> semester</b>		<b>40</b>
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	ATAL 521	H	12
AGCS 521	H	12	ATPS 521	H	16
<b>Total 2<sup>nd</sup> semester</b>		<b>20</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>28</b>
<b>Total year level 1</b>		<b>64</b>	<b>Total year level 2</b>		<b>68</b>
<b>Total credits in curriculum</b>					<b>132</b>

## EDU.7 MODULE OUTCOMES

<b>Module code: AASM 571</b>	<b>Year 1, semester 1 &amp; 2</b>	<b>NQF level: 6</b>
Title: Algebra for Senior Phase Mathematics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and critical understanding of numbers, ways of representing numbers, relationships among numbers and properties of the following number systems: natural numbers; whole numbers; integers; real numbers;</li> <li>• detailed knowledge and critical understanding of functions, ways of representing functions and relationships among functions;</li> <li>• the ability to select, plan and apply terminology, symbols, notations, procedures, rules, principles, methods and formulae within the field of algebra and functions;</li> <li>• accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems;</li> <li>• the ability to identify, analyse, solve and evaluate routine as well as non-routine problems in familiar as well as complex realistic contexts; and</li> <li>• the skill to plan and execute lessons regarding algebra and functions, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge appropriate to subject methodology.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ACFL 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
Title: Financial Literacy I		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• display a fundamental knowledge of the purpose and function of accounting by applying knowledge of accounting concepts to an accounting practice;</li> <li>• analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), exchange transactions, support ledgers as theoretical basis for the use of procedures and processes, and conventions and formats in practically-related examples/situations;</li> <li>• grapple with elementary problems by means of research and information-acquisition skills, obtain information and integrate it as a whole to form part of a solution and deliver it to both a lay and professional audience by making use of the appropriate technology; and</li> <li>• behave ethically-motivated and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>		
Method of delivery: Distance		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ACFL 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
Title: Financial Literacy II		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• display a fundamental knowledge of the purpose and function of accounting by applying knowledge of accounting concepts to an accounting practice;</li> </ul>		

<ul style="list-style-type: none"> <li>analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), exchange transactions, support ledgers as theoretical basis for the use of procedures and processes, and conventions and formats in practically-related examples/situations;</li> <li>grapple with elementary problems by means of research and information-acquisition skills, obtain information and integrate it as a whole to form part of a solution and deliver it to both a lay and professional audience by making use of the appropriate technology; and</li> <li>behave ethically-motivated and value-driven in all operational circumstances and forms of communication, written and verbal.</li> </ul>
Method of delivery: Distance
<p><b><u>Methods of assessment:</u></b></p> <p>Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>

<b>Module code: AECO 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Economics I		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>express a sound, extensive knowledge of key terms, recognised principles and theories with reference to the concept economy, the economic problem and the measurement of economic performance;</li> <li>collect, organise and interpret information with regard to the related concepts scarcity, choice, opportunity cost, micro- and macro-economy, positive and normative economy, national income and specifically the determination and problems in the determination thereof, the uses of national income figures and methods to increase national income;</li> <li>show a good understanding of the consumer and the producer, the production and distribution problems, as well as the interdependence between the most important sectors, markets and flows in the mixed economy and the development and performance of the South African economy;</li> <li>present information in this regard coherently and reliably in order to use the knowledge and skills that you mastered in this module in the future to teach it effectively and according to established ethical norms and values to your learners; and</li> <li>carry out instructions regarding the mentioned learning content effectively as individual or in a group and creatively solve problems in relevant economic areas.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b></p> <p>Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>		

<b>Module code: AECO 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
Title: Economics II		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>express a sound, extensive knowledge of key terms, recognised principles and theories with reference to the concept economy, the economic problem and the measurement of economic performance;</li> <li>collect, organise and interpret information with regard to the related concepts scarcity, choice, opportunity cost, micro- and macro-economy, positive and normative economy, national income and specifically the determination and problems in the determination thereof, the uses of national income figures and methods to increase national income;</li> </ul>		

<ul style="list-style-type: none"> <li>• show a good understanding of the consumer and the producer, the production and distribution problems, as well as the interdependence between the most important sectors, markets and flows in the mixed economy and the development and performance of the South African economy;</li> <li>• present information in this regard coherently and reliably in order to use the knowledge and skills that you mastered in this module in the future to teach it effectively and according to established ethical norms and values to your learners; and</li> <li>• carry out instructions regarding the mentioned learning content effectively as individual or in a group and creatively solve problems in relevant economic areas.</li> </ul>
Method of delivery: Distance
<p><b><u>Methods of assessment:</u></b>  Formative assessment (40%)  Includes: tests, assignments, reports, portfolios  Examination: Summative assessment (60%)</p>

Module code: AEMS 511	Year 1, semester 2	NQF level: 6
Title: Elementary Mathematics for Teachers I		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• demonstrate the necessary skills and knowledge to teach mathematics effectively up to Grade 9 and to facilitate the learning of others;</li> <li>• demonstrate sufficient knowledge and skills relevant to solving problems at grade 9 level of school mathematics;</li> <li>• know how to instil positive values, attitudes and dispositions to education in general and to the teaching and learning of mathematics in particular in learners;</li> <li>• be able to do elementary research on the teaching and learning of mathematics as individual or as member of a group;</li> <li>• demonstrate basic knowledge, understanding and skills with respect to elementary measurement (area, volume, capacity) and geometry (points, lines, angles, triangles, quadrilaterals and tessellations);</li> <li>• know why the teaching and learning of mathematics are changing and how this renewal can be implemented;</li> <li>• be equipped with the necessary teaching skills and knowledge in order to teach effectively and to facilitate the learning of others;</li> <li>• use mathematics with confidence in everyday life and thereby fulfil his/her role in the community;</li> <li>• demonstrate a well-rounded ability in, and systematic approach to select relevant real-life contexts in which to embed a fundamental knowledge of statistics and probability;</li> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of statistics and probability in the mathematising of real-life situations; and</li> <li>• demonstrate appreciation for the roles that fundamental knowledge of statistics and probability play as tools to make sense of real-life and simulated contexts.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b>  Formative assessment (40%)  Includes: tests, assignments, reports, portfolios  Examination: Summative assessment (60%)</p>		

<b>Module code: AEMS 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
Title: Elementary Mathematics for Teachers II		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of shapes;</li> <li>• ability to select, plan and apply terminology, procedures, rules, principles and methods within the field of space, shape and measurement; and</li> <li>• ability to select, evaluate and apply knowledge of elementary geometry to solve real-life problems.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AEMT 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Elementary Mathematics for Teachers		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• personal understanding of the fundamental mathematical concepts within the field of number systems and elementary geometry; and</li> <li>• to identify, evaluate and solve problems within the field of number systems and elementary geometry.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AENT 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Entrepreneurship I		
On successful completion of this module the student should be able to demonstrate <ul style="list-style-type: none"> <li>• evaluate the concepts of business management;</li> <li>• demonstrate fundamental knowledge of entrepreneurship and small business management;</li> <li>• explain the business environment;</li> <li>• discuss the components of management;</li> <li>• distinguish between management theory and practice: past and present; and</li> <li>• identify and apply the different competencies to various business functions.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AENT 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
Title: Entrepreneurship II		
On successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>distinguish between the different management tasks, namely planning, organising, leading and control;</li> <li>evaluate human resource management in the organisation;</li> <li>identify marketing challenges and application of market segmentation;</li> <li>demonstrate fundamental knowledge in respect of financial management;</li> <li>explain the business environment;</li> <li>discuss the nature of operations management; and</li> <li>explain the importance of strategic management.</li> </ul>
Method of delivery: Distance
<p><b>Methods of assessment:</b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>

<b>Module code: AFAL 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> English First Additional Language I		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>effective communication;</li> <li>knowledge and understanding of diverse teaching-learning situations;</li> <li>knowledge of the various learners and how they learn; and</li> <li>developing literacy and language skills.</li> </ul>		
Method of delivery: Distance		
<p><b>Methods of assessment:</b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>		

<b>Module code: AFAL 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> English First Additional Language II		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>reliable and relevant assessment;</li> <li>effective classroom management;</li> <li>effective communication;</li> <li>recognising learners' needs and tailoring teaching accordingly; and</li> <li>developing literacy and language skills.</li> </ul>		
Method of delivery: Distance		
<p><b>Methods of assessment:</b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>		

<b>Module code: AGCS 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Graphic Communication in Senior Phase Technology I		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>a critical understanding of graphic communication methods used in the design process in Technology education;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to apply accurate and coherent methods of graphic communication to facilitate the design process within the field of Technology;</li> <li>detailed knowledge and understanding of key concepts, principles and theories in Technology Education; and</li> <li>ability to monitor own learning progress and apply relevant learning strategies to successfully realized all outcomes of the module.</li> </ul>
Method of delivery: Distance
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)

<b>Module code: AGCS 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
Title: Graphic Communication in Senior Phase Technology II		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a critical understanding of graphic communication methods used in the design process in Technology education;</li> <li>the ability to apply accurate and coherent methods of graphic communication to facilitate the design process within the field of Technology; and</li> <li>detailed knowledge and understanding of key concepts, principles and theories in Technology Education.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code: AGIM 571</b>	<b>Year 2, semester 1 &amp; 2</b> <b>*when completing degree in one year: Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Geometry for Intermediate Phase Mathematics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>sound subject knowledge and deep understanding within the fields of geometry;</li> <li>identify, evaluate and solve problems regarding geometry; and</li> <li>to demonstrate accountability for the organising and planning of his/her teaching and assessment activities.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code: AGSM 571</b>	<b>Year 2, semester 1 &amp; 2</b> <b>*when completing degree in one year: Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Geometry and Trigonometry for Senior Phase Mathematics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of applicable geometry and introductory trigonometry;</li> <li>• the ability to select, plan and apply mathematical procedures, rules, principles, methods and formulae within the fields of geometry and introductory trigonometry;</li> <li>• the ability to identify, analyse, solve and evaluate routine as well as non-routine geometric and trigonometric-related problems in familiar as well as new realistic contexts;</li> <li>• the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of geometry and introductory trigonometry;</li> <li>• the ability to select, plan, implement and present lessons regarding geometry and introductory trigonometry, making use of theoretical based teaching and assessment strategies; and</li> <li>• the skill to plan and implement lessons regarding geometry and introductory trigonometry, making use of the prescribed and applicable policies and documents from the Department of Education.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AHIS 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: History II		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the causes and consequences of World War II;</li> <li>• detailed knowledge and understanding of the rise of Nazi Germany, apartheid and ethnic identity in Rwanda;</li> <li>• an understanding of the ethical implications of "Nazism" as it developed in Germany during Adolf Hitler's rule and apartheid which occurred in South Africa; and</li> <li>• an ability to distinguish between apartheid and democracy, particularly in a multicultural society like South Africa and to develop a deeper understanding about forced removals in South Africa.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AHIS 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
Title: History III		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an ability to understand and apply the thematic approach to researching about the industrial revolution in South Africa, with particular reference to diamond discoveries and mining;</li> <li>• an understanding of the scramble for Africa and the ability to submit an assignment / project on it;</li> </ul>		

<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the facts and key terms of the Russian Revolution; and</li> <li>• an understanding of the ethical implications of a war and a revolution, with reference to World War I and the Russian Revolution.</li> </ul>
Method of delivery: Distance
<p><b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>

<b>Module code: AHSP 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: History I		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the origin and development of the American Revolution, Constitution, American slave trade and the Civil Rights movement in the U.S;</li> <li>• the ability to understand and apply the biographical approach to teaching about the role played by Shaka in the creation of the Zulu kingdom;</li> <li>• detailed knowledge and understanding of the role played by Indians in the economic development of Natal and South Africa in general;</li> <li>• understanding of the ethical implications of historical decisions, actions and practices; and</li> <li>• ability to select, evaluate and apply those standards and methods to solve problems in the field of history.</li> </ul>		
Method of delivery: Distance		
<p><b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>		

<b>Module code: AHSS 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Social Sciences I		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• sound knowledge of history;</li> <li>• knowledge of how to teach history content and how to select and determine the sequence and pace content in accordance with both the subject history and learner needs;</li> <li>• ability to communicate effectively in relation to history as a subject in order to mediate learning;</li> <li>• ability to manage their classroom effectively across diverse contexts in order to ensure a conducive learning environment, particularly for history; and</li> <li>• to assess learners in reliable and varied ways, in order to use the results of assessment to improve teaching and learning in history.</li> </ul>		
Method of delivery: Distance		
<p><b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>		

<b>Module code: AHSS 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
Title: Social Sciences II		

<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a sound knowledge of history;</li> <li>• understanding diversity in the South African context in order to teach history in a manner which includes all learners;</li> <li>• knowledge of how to teach history content and how to select and determine the sequence and pace content in accordance with both the subject history and learner needs; and</li> <li>• assessing learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in History.</li> </ul>
Method of delivery: Distance
<p><b><u>Methods of assessment:</u></b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>

<b>Module code: AIIP 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Foundation of Education in the Intermediate Phase		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom;</li> <li>• knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and</li> <li>• knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>		

<b>Module code: AIFP 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Foundations of Education in the Foundation Phase		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom;</li> <li>• knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and</li> <li>• knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>		

<b>Module code: AISP 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Foundations of Education in the SP		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom;</li> <li>• knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and</li> <li>• knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.</li> </ul>		
Method of delivery: Distance		
<b><u>Methods of assessment:</u></b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AKAT 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Knowledge Areas of Technology Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of structures as a knowledge area in Technology Education;</li> <li>• detailed knowledge and understanding of processing as a knowledge area in Technology Education;</li> <li>• detailed knowledge and understanding of systems and control as a knowledge area in Technology Education; and</li> <li>• the ability to evaluate and apply procedures and methods using the knowledge areas to solve fundamental problems in the field of Technology Education.</li> </ul>		
Method of delivery: Distance		
<b><u>Methods of assessment:</u></b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ALCA 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Life Skills for Intermediate Phase: Creative Arts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of, as well as an ability to apply key terms, concepts and didactic principles of Creative Arts in the intermediate phase;</li> <li>• the ability to select and apply appropriate didactic principles and strategies to create meaningful learning experiences for intermediate phase learners;</li> <li>• the ability to identify and critically reflect on the value of Creative Arts as part of Life Skills in the intermediate phase;</li> <li>• detailed knowledge and understanding of discipline-specific methods and techniques of scientific enquiry and information gathering on relevant topics for Creative Arts development as well as to be able to analyse, evaluate and synthesize this information and apply research to a given context in the field of Life Skills within the classroom and community; and</li> <li>• the ability to identify, analyse and deal with complex teaching and learning challenges when applying practical teaching skills relevant to Creative Arts.</li> </ul>		

Method of delivery: Distance
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)

<b>Module code: ALCG 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: Life Orientation for Senior Phase: Career Guidance		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and an understanding of Career Guidance within the field of World of Work;</li> <li>• the ability to critically analyse and apply the different theories regarding career development;</li> <li>• knowledge, skills and values to make informed decisions about subject choices, career and additional and Higher Education and Vocational opportunities and to apply it in the classroom;</li> <li>• the proficiency to develop a programme to improve employment opportunities; and</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on relevant topics and to be able to analyse, evaluate and synthesize the information and apply your conclusions and research to a given context in the field of World of Work.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code: ALFA 511 / ALFE 511/ ALFS 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
Title: ALFE 511 - English First Language <b>or</b> ALFS 511 - Setswana First Language <b>or</b> ALFA 511 - Afrikaans First Language		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes; and</li> <li>• teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in accordance with subject and learner needs, as well as being able to use the results of assessment to improve teaching and learning.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code: ALFE 511*</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
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\* Refer to **Module code: ALFA 511 / ALFE 511/ ALFS 511**

<b>Module code: ALFP 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> English First Additional Language in Foundation Phase		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes; and</li> <li>• teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in accordance with subject and learner needs, as well as be able to use the results of assessment to improve teaching and learning.</li> </ul>		
<b>Method of delivery:</b> Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code: ALFS 511*</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
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\* Refer to **Module code: ALFA 511 / ALFE 511/ ALFS 511**

<b>Module code: ALIF 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Life Skills in Foundation Phase I		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• having sound subject knowledge and knowledge about the school curriculum; being able to unpack its specialised content, as well as to use available resources appropriately, so as to plan and design suitable learning programmes;</li> <li>• understanding diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify social problems and work in partnership with professional service providers to address these; and</li> <li>• being able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning and must have a positive work ethic, display appropriate values and conduct themselves in a manner that benefits, enhances and develops the teaching profession.</li> </ul>		
<b>Method of delivery:</b> Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code: ALIF 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Life Skills in Foundation Phase II		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes; and</li> <li>• teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in accordance with subject and learner needs, as well as be able to use the results of assessment to improve teaching and learning.</li> </ul>		

<b>Method of delivery:</b> Distance
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)

<b>Module code:</b> ALPD 521	<b>Year 2, semester 1</b>	<b>NQF level:</b> 6
<b>Title:</b> Life Orientation for Senior Phase: Personal Development in Society		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of, as well as an ability to apply key terms, concepts and theories to different areas of personal development in society</li> <li>• an understanding of the origin and development of knowledge and information in the field of personal development, and critical appraisal of that knowledge</li> <li>• an ability to select, evaluate and relate diverse theories to resolve problems that will effect change within practice regarding personal development in society, like the bettering of self-esteem, self-confidence etc.;</li> <li>• an ability to identify and critically reflect on certain aspects within personal development in society, like the handling of stress, motivation, conflict management etc.; and</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on relevant topics for personal development, and to be able to analyse, evaluate and synthesize this information and apply research to a given context in the field of Life Orientation and within the classroom and community.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

<b>Module code:</b> ALPE 511	<b>Year 1, semester 2</b>	<b>NQF level:</b> 6
<b>Title:</b> Life Orientation for Senior Phase: Social Development		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and the ability to evaluate and apply key terms, concepts and theories of Citizenship, Democracy, Human Rights and Multicultural Citizenship within the field of Life Orientation, and understanding of how that knowledge relates to other fields within Life Orientation;</li> <li>• the ability to evaluate and apply different theories to resolve problems that will effect change within practice regarding social responsibilities;</li> <li>• ability to analyse and critically reflect on social and environmental problems; and</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on relevant topics for Responsible Citizenship, and to be able to evaluate and synthesize this information and apply your research to a given context in the field of Life Orientation and within your classroom and community.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)		

Module code: ALPE 521	Year 2, semester 2	NQF level: 6
<b>Title:</b> Life Orientation for Senior Phase: Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of; as well as an ability to correctly evaluate and apply, the terminology, concepts, principles and theories of anatomy, applied physiology, exercise science and motor learning to the presentation of selected recreational movement activities, sport skills and tactics, physical fitness activities and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the Senior-phase;</li> <li>• the ability to distinguish and solve applied physiological, exercise science problems, motor learning problems and apply practice-driven solutions within the presentation of selected recreational movement activities, physical fitness activities, sport skills and Physical Education lesson presentation with theory-driven arguments in familiar and unfamiliar contexts;</li> <li>• the knowledge and skills to identify learners in need and how to implement support for the learner in the Physical Education class, i.e. the learning of new sport skills, new recreational movement and physical fitness skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate;</li> <li>• accurate and coherent written and verbal communication skills of Physical Education tasks/projects/portfolios/portfolios/practical presentations with understanding and respect for intellectual property to successfully realize all outcomes of this module; and</li> <li>• an understanding of ethical implications, actions and practices specifically relevant to the presentation of selected recreational movement activities, physical fitness activities, sport skills and tactics in lessons appropriate to the practice of Physical Education.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

Module code: ALPI 511	Year 1, semester 1	NQF level: 6
<b>Title:</b> Life Skills for Intermediate Phase: Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• have a sound Physical Education subject knowledge and display a positive work ethic;</li> <li>• have a sound pedagogical knowledge of Physical Education didactics applicable to Intermediate phase learners and be able to apply it in the classroom;</li> <li>• have the ability to identify learner needs in Physical Education and be able to support where needed;</li> <li>• enable students to communicate and work in groups within Physical Education effectively with learners and colleagues;</li> <li>• be able to interpret the Physical Education school curriculum and be able to develop appropriate learning programmes;</li> <li>• be able to understand and respect diversity and inclusivity in the South African context; and</li> <li>• be able to manage a Physical Education class effectively and assess learners in reliable and varied ways.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ALPS 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Life Skills for Intermediate Phase: Personal and Social Well-being		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• positive work ethic, to display appropriate values and conduct them in a manner that befits, enhances and develops the teaching profession; and</li> <li>• a sound Life Skills knowledge in the context of Intermediate Phase teaching and learning regarding personal and social development, as well as health and environmental responsibilities.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ALRE 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Life Skills for Intermediate Phase: Religion Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession;</li> <li>• a sound Life Skills knowledge in the context of Intermediate phase teaching and learning;</li> <li>• reflecting critically, in theoretically informed ways and in conjunction with their professional community of colleagues on their own practice in order to constantly improve it and adapt it to evolving circumstances; and</li> <li>• understanding diversity in the South African context in order to teach in a manner that includes all learners.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AMAT 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Planning for effective Mathematics teaching and learning in the Foundation Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• having a sound knowledge of the mathematics curriculum;</li> <li>• unpacking the specialised contents in relation to Foundation Phase Mathematics; and</li> <li>• choosing effective teaching, learning and assessment strategies as well as resources in order to plan suitable learning programmes within the mathematics content area.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: AMAT 521</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Implementing effective Mathematics learning in the Foundation Phase		

<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• implementing effective mathematics teaching and learning in the Foundation Phase, based on a sound knowledge of the mathematics curriculum and unpacking its specialised contents in relation to Foundation Phase while using available resources appropriately in order to implement suitable learning programmes;</li> <li>• assessing Foundation Phase learners in a reliable and varied manner and using the results of assessment to improve mathematics teaching and learning; and</li> <li>• evaluating own teaching strategies with regards to mathematics and suggest and implement ways to improve teaching and learning of mathematics in the Foundation Phase.</li> </ul>
<p><b>Method of delivery:</b> Distance</p>
<p><b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>

Module code: AMSS 511	Year 1, semester 2	NQF level: 6
Title: Map Skills		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of key terms and concepts related to map work;</li> <li>• how knowledge of different maps relates to applicable knowledge within the fields of social sciences;</li> <li>• ability to act as a group member and group leader and contribute appropriate information /skills to successfully complete a Map work project, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>• ability to select, evaluate and apply those procedures and methods related to map skills to solve problems in map work.</li> </ul>		
Method of delivery: Distance		
<p><b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>		

Module code: ANIM 571	Year 1, semester 1 & 2	NQF level: 6
Title: Numbers and Number systems in Intermediate Phase Mathematics		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• sound subject knowledge and deep understanding within the field of number systems;</li> <li>• subject knowledge and an understanding within the field of introductory statistics;</li> <li>• to identify, evaluate and solve problems within the field of number systems and introductory statistics; and</li> <li>• to demonstrate accountability for the organising and planning of his/her teaching and learning.</li> </ul>		
Method of delivery: Distance		
<p><b>Methods of assessment:</b> Formative assessment (40%) Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)</p>		

Module code: APGE 521	Year 2, semester 2	NQF level: 6
Title: Physical Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• monitor own learning progress and apply relevant learning strategies, known and new resources to successfully realize all outcomes of this module;</li> <li>• discipline-specific methods and techniques of specific enquiry and information gathering on physical features &amp; from maps, analyses evaluate and synthesize the information and apply your conclusions/research to a given context in the field of social science;</li> <li>• detailed knowledge and understanding of the theories, principles and facts of physical geography; and</li> <li>• accurate and coherent written communication of tasks, assignments and exams with respect to intellectual property and academic conventions.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

Module code: APRM 521	Year 2, semester 2	NQF level: 6
Title: Population and Resource Management		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• understanding of the ethical implications of decisions, actions and practices specifically relevant to settlement development issues, the use of resources and sustainability;</li> <li>• ability to select, evaluates, and applies with discernment those standard procedures to solve fundamental problems in a defined environment in the field of population growth and change and natural resources and conversation;</li> <li>• detailed knowledge and understanding of key terms, concepts and theories of population growth and resource management; and</li> <li>• the origin and development of knowledge within the field of population growth and resource management and critical understanding of schools of thought within this field.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

Module code: APRO 511	Year 1, semester 1	NQF level: 6
Title: Knowledge Area: Processing		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the concept processing;</li> <li>• identify different tools and techniques when working with materials as well as the safety measures applicable;</li> <li>• detailed knowledge and understanding of how knowledge of properties of materials relates to applicable knowledge within the fields of Technology Education; and</li> <li>• detailed knowledge of food processing as a biological system.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		

Includes: tests, assignments, reports, portfolios Examination: Summative assessment (60%)
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Module code: ASAC 511	Year 1, semester 2	NQF level: 6
Title: Knowledge Area: Systems and Control		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and skills to describe and distinguish between different types of systems in Technology Education;</li> <li>• ability to explain and illustrate a system approach in: mechanical, pneumatically, hydraulically, electrical and biological systems and apply this to a technological product; and</li> <li>• detailed knowledge and understanding of the principles of systems (mechanical, pneumatically, hydraulically, electrical and biological), their variation, function and classes.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

Module code: ASSM 521	Year 2, semester 2	NQF level: 6
Title: Statistics and Probability for Senior Phase Mathematics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and a critical understanding of the terminology, principles and procedures of statistics;</li> <li>• the ability to select, correctly evaluate and apply the appropriate statistical methods to gather, analyse and interpret data applicable to real-life situations;</li> <li>• the ability to analyse, evaluate, and critically reflect on the appropriate statistical methods as making inferences based on the data;</li> <li>• detailed knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve real life problems;</li> <li>• accountability for evaluating the validity of statistical and probability representations, models and solutions to problems; and</li> <li>• the ability to select, plan, implement and present lessons regarding statistics and probability, making use of theoretical based teaching and assessment strategies.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

Module code: ASTR 511	Year 1, semester 2	NQF level: 6
Title: Knowledge Area: Structures		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• understanding of the interrelationship between Technology and the components in a system;</li> <li>• detailed knowledge and understanding of the role of Technology in the satisfaction of human needs;</li> <li>• an ethical awareness and a sound responsibility with regard to Technology in respect to the environmental influence there off on a local and national level; and</li> </ul>		

<ul style="list-style-type: none"> <li>detailed knowledge and understanding of structures as a knowledge area in Technology Education.</li> </ul>
Method of delivery: Distance
<p><b><u>Methods of assessment:</u></b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>

<b>Module code: ATAL 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
Title: Teaching and Learning Strategies for Technology Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>critical discussion of the policy documents on decision, action and practices relevant to the teaching of the Learning Area Technology;</li> <li>knowledge and skills in participative teaching and learning approach for effective classroom practices in Technology Education; and</li> <li>the ability to apply and conduct the methodology of Technology by means of circulation, lesson planning and the course of a Technology lesson.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>		

<b>Module code: ATPI 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
Title: Technological Processes in the Intermediate Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>an understanding of the origin and development of knowledge within the field of Technology;</li> <li>a critical understanding of the rationale for Technology Education in schools;</li> <li>the ability to apply the Technological Process to solve fundamental technological problems in an unfamiliar or defined environment; and</li> <li>apply accurate and coherent methods of graphic communication in Technology Education.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b>          Formative assessment (40%)          Includes: tests, assignments, reports, portfolios          Examination: Summative assessment (60%)</p>		

<b>Module code: ATPS 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
Title: Technological Processes in the Senior Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge of Technology as a specialised discipline;</li> <li>knowledge of the rationale behind Technology Education; and</li> <li>the ability to apply the Technological Process to solve fundamental Technological problems in a unfamiliar or defined environment.</li> </ul>		
Method of delivery: Distance		
<p><b><u>Methods of assessment:</u></b></p>		

Formative assessment (40%)  
 Includes: tests, assignments, reports, portfolios  
 Examination: Summative assessment (60%)

<b>Module code: AWIL 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Work-integrated Learning		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• being equipped with highly developed Foundation Phase teaching skills; knowing how to approach and teach the various subjects within Foundation Phase context;</li> <li>• assessing Foundation Phase learners in a reliable and varied manner and using the results of assessment to improve teaching and learning in the Foundation Phase;</li> <li>• gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;</li> <li>• having a sound knowledge of the Foundation Phase curriculum and unpacking its specialised contents in relation Foundation Phase while using available resources appropriately in order to plan and design suitable learning programmes; and</li> <li>• reflecting critically, in theoretically informed manners and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.</li> </ul>		
<b>Method of delivery:</b> Distance		
<b>Methods of assessment:</b> Continuous assessment: Completion of a WIL-Portfolio (100%)		

<b>Module code: AWIL 522</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Work-Integrated Learning		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• being equipped with highly developed Intermediate Phase teaching skills;</li> <li>• knowing how to approach and teach the various subjects within the Intermediate Phase context;</li> <li>• assessing Intermediate Phase learners in a reliable and varied manner and using the results of assessment to improve teaching and learning in the Intermediate Phase;</li> <li>• gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;</li> <li>• having a sound knowledge of the Intermediate Phase curriculum and unpacking its specialised contents in relation to Intermediate Phase while using available resources appropriately in order to plan and design suitable learning programmes; and</li> <li>• reflecting critically, in theoretically informed manners and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b> Continuous assessment: Completion of a WIL-portfolio (100%)		

<b>Module code: AWIL 523</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Work-integrated Learning		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• being equipped with highly developed Senior Phase teaching skills; knowing how to approach and teach the various subjects within Senior Phase context;</li> </ul>		

<ul style="list-style-type: none"> <li>• assessing Senior Phase learners in a reliable and varied manner and using the results of assessment to improve teaching and learning in the Senior Phase;</li> <li>• gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;</li> <li>• having a sound knowledge of the Senior Phase curriculum and unpacking its specialised contents while using available resources appropriately in order to plan and design suitable learning programmes; and</li> <li>• reflecting critically, in theoretically informed manners and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.</li> </ul>
Method of delivery: Distance
<b><u>Methods of assessment:</u></b> Continuous assessment: Completion of WIL-portfolio (100%)

<b>Module code: CMPF 511<sup>3</sup></b>	<b>Year 1, semester 2</b>	<b>NQF level: 7</b>
<b>Title:</b> Information and Communication Technology Competency for Teaching Students		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• a deep understanding of the use of information communication and technology in educational settings;</li> <li>• practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme as it is applied in education and teaching;</li> <li>• 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;</li> <li>• problem solving abilities to plan and apply the practical use of the application programmes in the teaching-learning environment; and</li> <li>• the ability to evaluate ethical aspects regarding the use of computers in the teaching-learning environment.</li> </ul>		
<b>Method of delivery:</b> Distance		
<b><u>Methods of assessment:</u></b> Continuous assessment 100%		

<b>Module code: INSC 511</b>	<b>Year 1, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Intermediate Science I		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• have a sound subject knowledge and display a positive work ethic;</li> <li>• have a sound pedagogical knowledge and be able to apply it in the classroom;</li> <li>• have the ability to identify learner needs and be able to support where needed;</li> <li>• be able to communicate effectively with learners and colleagues;</li> <li>• be able to interpret the school curriculum and be able to develop appropriate learning programmes;</li> <li>• be able to understand and respect diversity, progression and inclusivity in the South African context;</li> <li>• be able to manage a class effectively and assess learners in a reliable and varied ways; and</li> <li>• be able to reflect critically on society and the discipline of science.</li> </ul>		
Method of delivery: Distance		

<sup>3</sup> ADDITIONAL MODULE: CMPF module on level 7, 12 credits on top of minimum 120 credits for the ACT qualification.

**Methods of assessment:**

Formative assessment (40%)

Includes: tests, assignments, reports, portfolios

Examination: Summative assessment (60%)

<b>Module code: INSC 521</b>	<b>Year 2, semester 1</b>	<b>NQF level: 6</b>
<b>Title:</b> Intermediate Science II		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• have a sound subject knowledge and display a positive work ethic;</li> <li>• have a sound pedagogical knowledge and be able to apply it in the classroom; and</li> <li>• have the ability to identify learner needs and be able to support where needed.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ISSP 511</b>	<b>Year 1, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Maps, Settlement and Population Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a sound knowledge of geography;</li> <li>• understanding diversity in the South African context in order to teach geography in a manner which includes all learners;</li> <li>• knowledge of how to teach geography content and how to select and determine the sequence and pace content in accordance with both the subject geography and learner needs; and</li> <li>• assessing learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in Geography.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		

<b>Module code: ISSP 521</b>	<b>Year 2, semester 2</b>	<b>NQF level: 6</b>
<b>Title:</b> Physical Geography and Resources: Africa and SA		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• teachers must have sound subject knowledge;</li> <li>• teachers must know how to teach Geography and how to use the curriculum;</li> <li>• teachers must be able to manage their classrooms effectively; and</li> <li>• Teachers must have a positive work ethic and display values that befit the teaching profession.</li> </ul>		
Method of delivery: Distance		
<b>Methods of assessment:</b>		
Formative assessment (40%)		
Includes: tests, assignments, reports, portfolios		
Examination: Summative assessment (60%)		