

**Faculty of
Education**

**In-Service and
Further Training
Programmes
Advanced
Diploma in
Education
(ACT)**

2025 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

<https://www.nwu.ac.za/content/chancellor-nwu-governance-and-management>

Management structures

<https://www.nwu.ac.za/governance-and-management/management-structures>

NWU EXECUTIVE DEANS

Faculty of Economics and Management:

<https://commerce.nwu.ac.za/economic-and-management-sciences/executive-deans-office>

Faculty of Education:

<https://education.nwu.ac.za/management/executive-deans-office>

Faculty of Engineering:

<https://engineering.nwu.ac.za/faculty-management/faculty-management>

Faculty of Health Sciences:

<https://health-sciences.nwu.ac.za/management/executive-deans-office>

Faculty of Humanities:

<https://humanities.nwu.ac.za/management/executive-deans-office>

Faculty of Law:

<https://law.nwu.ac.za/management/executive-deans-office>

Faculty of Natural and Agricultural Sciences:

<https://natural-sciences.nwu.ac.za/management/executive-deans-office>

Faculty of Theology:

<https://theology.nwu.ac.za/management/executive-deans-office>

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North-West University Private Bag
X1290 Potchefstroom
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Tel: (018) 299-1111/2222
Fax: (018) 299-4910
Internet: <http://www.nwu.ac.za>

PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at <http://www.nwu.ac.za/yearbooks>.

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

Please visit <https://education.nwu.ac.za/> for more information regarding the faculty management and structure.

CONTACT DETAILS FOR THE FACULTY

Mahikeng

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

Potchefstroom

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

Vanderbijlpark

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

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

Contact Details for Unit for Distance Learning

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

Telephone number: 018 285 5900

Website: distance.nwu.ac.za/

Email address: DistancePotch@nwu.ac.za

Dedicated ACT email address: UODL-ACT@nwu.ac.za

SCHOOLS IN THE FACULTY

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

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)
- Undergraduate Diploma (Dipl)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Teaching (ACT)

ACT QUALIFICATION, PROGRAMMES AND CURRICULA

ADVANCED CERTIFICATE IN TEACHING (ACT)				
Qualification	Programme code	Curriculum code	Mode of delivery	NQF level
Advanced Certificate in Foundation Phase Teaching	4BL F02	O101P	Distance	6
Advanced Certificate in Intermediate Phase Teaching	Life Skills 4BM F05	O101P	Distance	6
	Mathematics 4BM F06	O101P		
	Science and Technology 4BM F07	O101P		
	Social Sciences 4BM F08	O101P		
Advanced Certificate in Senior Phase Teaching	Economic and Management 4BS F08 ¹	O101P	Distance	6
	Life Orientation 4BS F10 ²			
	Mathematics 4BS F11			
	Social Sciences 4BS F13			
	Technology 4BS F14			
Advanced Certificate in Further Education and Training Teaching	Life Orientation 4BT F05 ³	O101P	Distance	6
	Mathematics 4BT F06			
	Mathematics Literacy 4BT F07			

¹ Qualification programme is being held in abeyance since 2024, until further notice.

² Qualification programme is being held in abeyance since 2024, until further notice.

³ Qualification programme is being held in abeyance since 2024, until further notice.

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: https://www.nwu.ac.za/gov_man/policy/index.html.

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) and faculty rules are available on our webpage at:

<https://education.nwu.ac.za/faculty-education/important-information>.

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 (https://www.nwu.ac.za/gov_man/policy/index.html). 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

Definitions	
Distance mode of delivery	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

	<p>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>
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EDU.1.2.3 Annual Registration

Important note regarding the annual registration for studies

A-rule 1.9.1.1: Every student must register annually in their personal capacity, 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: A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which such student is registered as indicated in the relevant MOD in order to be deemed to be an enrolled student of the faculty.

Students must comply with the prescribed curriculum in a specific year as set out in the faculty yearbook, otherwise they will not be able to meet the progression rules as set out in A-rule 1.16.

EDU.1.2.4 Amendment, cancellation and discontinuation of registration

A-rule 1.9.4.1: Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply via the student portal 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.

A-rule 1.9.4.2: 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 Exemption from practical work or class attendance in a module

Where a student has failed a module that has a practical component, but has passed the practical component, the student may apply in writing via the student

portal to the executive dean concerned to be exempted from the practical component when the student repeats the module.

A-rule 1.11.2. The granting of exemption in terms of Rule 1.11.1 and Rule 1.11.4 is subject to relevant faculty rules and is valid only for the year following the year when the student failed the module.

UG&Hons/PGDip: Students must apply via the student portal for exemption from classes or a practical component for consideration and approval by the executive dean on recommendation of the programme leader in consultation with the academic director where the module resorts. Students should have complied with module requirements of at least 80% engagement to qualify for the exemption. Higher Degrees (Structured MEd): Students must apply via the student portal for exemption from classes for consideration and approval by the executive dean on recommendation of the programme leader in consultation with the academic director where the module resorts. Students should have complied with the class attendance requirement of at least 80% to qualify for the exemption

EDU.1.2.6 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.1.2.7 Admission to Examinations for Modules Presented in the Traditional Assessment Practice

A-rule 1.12.2.1. Subject to A-rule 1.12.2.3 a student is required to achieve a module participation mark of at least forty percent (40%) and meet applicable statutory requirements in order to be admitted to the examination in the module concerned.

A-rule 1.12.2.2. Subject to A-rule 1.12.2.3 an adequate module participation mark provides admission to no more than two consecutive examination opportunities scheduled within the period that the university determines annually for the conduct of all assessment activities in the academic year concerned.

A-rule 1.12.2.3. Modules where no participation mark is required or where an alternative proof of participation must be provided for admission to the examination must be published in accordance with A-rule 1.12.1.3. 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 (also refer to EDU.1.2.9.).

EDU.1.2.8 Subminimum for Examination

The subminimum for examinations in all modules is 40% (**Faculty rule 1.12.3.1.1**).

EDU.1.2.9 Traditional Examination and Continuous Assessment Opportunities

Number of examination opportunities in the traditional assessment practice

A-rule 2.6.2.1. In the traditional assessment practice an executive dean may, notwithstanding the provisions of Rule 1.12.3.1, and in consultation with the academic director or deputy dean concerned, allocate a pass mark of fifty percent (50%) to a first-time entering undergraduate student in one first-year first-semester module where the student achieved a final module mark of no less than forty percent (40%) and an examination mark of at least 50%.

A-rule.2.6.2.2. In the continuous-assessment practice an executive dean may, notwithstanding the provisions of Rule 1.12.3.2 and in consultation with the academic director or deputy dean concerned, allocate a pass mark of 50% in only one first year first-semester module to a first-time entering undergraduate student where the student achieved a final module mark of no less than forty-five percent (45%) in respect to the relevant continuous-assessment opportunities.

A-rule 2.6.3.1. A student registered for an undergraduate module is entitled to use two consecutive opportunities per module to take the examination within the examination time-tables set in the annual university calendar

A-rule 2.6.3.2. Faculty rules may exclude specific modules from a second examination opportunity.

Faculty rule: No modules excluded from second-examination opportunity in faculty.

A-rule 2.6.3.3. A student may write the examination during either the first or the second examination opportunity, provided that all the examination papers for a module must be written during the same examination opportunity.

A-rule 2.6.3.4. A student who chooses to write the examination during the second examination opportunity may be liable to pay a prescribed fee.

A-rule 2.6.3.5. A student who passes the examination in a module during the first examination opportunity and wishes to improve the module mark achieved may participate in the second examination opportunity, but the mark achieved in the second examination opportunity must be awarded as the final mark for the module even if it is lower than the mark achieved in the first opportunity.

A-rule 2.6.3.6. A student who takes an examination for the first time during the second examination opportunity and fails is not entitled to an additional examination opportunity.

A-rule 2.6.3.7. Where a student chooses to make use of the second examination opportunity after having failed the examination in a module during the first examination opportunity, the mark achieved in the second examination opportunity is used with the original participation mark where applicable for the calculation of the final module mark

Number of assessment opportunities in the continuous assessment practice

A-rule 2.6.4.1 A student must submit at least eighty percent (80%) of the prescribed continuous-assessment tasks.

A-rule 2.6.4.2 For each prescribed assessment task, the lecturer involved may, after providing feedback, allow the students a single opportunity to make a resubmission of the relevant task to demonstrate improved performance, in which case the marks obtained in the second submission are the final mark.

A-rule 1.12.7. Final additional examination or assessment

For modules taken in the traditional assessment practice:

A-rule 1.12.7.1.1. 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 qualify for a final additional assessment opportunity in the outstanding module, provided that –

A-rule 1.12.7.1.1.1.1. the student was registered for the module in the previous semester in which it was offered during which all the other requirements for the attainment of the qualification were complied with;

A-rule 1.12.7.1.1.1.2. the student has achieved a forty percent (40%) participation mark in the module for admission to the examination; and

A-rule 1.12.7.1.1.1.3. the student sits for the final assessment for the applicable module in the following examination or assessment period scheduled in the university calendar.

A-rule 1.12.7.1.2. The student must pay the required applicable fee for the final additional assessment opportunity but is not required to re-register for the qualification or programme concerned.

A-rule 1.12.7.1.3. The maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment, is fifty percent (50%).

A-rule 1.12.7.1.4. The participation mark is not taken into account for the award of the module mark in a concession examination or assessment.

For modules taken in the continuous-assessment practice–

A-rule 1.12.7.2.1. a student who, having completed all assessment tasks required for the completion of a qualification or programme provided for in the rules relating to the various qualification types and levels but one, and who has obtained at least 40% average for the tasks, may qualify for a final additional assessment opportunity, provided that the student completes the final additional assessment for the applicable module in time before the scheduled assessment opportunity referred to in A-rule 1.12.7.1.1;

A-rule 1.12.7.2.2. the maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment, is fifty percent (50%);

A-rule 1.12.7.2.3. the marks obtained in respect of the assessment tasks are not taken into account for the award of the module mark in a concession examination, and

A-rule 1.12.7.4 a student whose only outstanding module for the completion of a qualification or programme is based on a statutory-body requirement may qualify for an additional assessment opportunity to demonstrate proficiency of such requirements. The assessment must be completed under the same regulatory conditions as set in the initial assessment and must be completed by a date determined in the annual university calendar.

EDU.1.2.10 Pass Requirements

IMPORTANT NOTE: IN ACCORDANCE WITH A-RULES 1.12.1.1 – 1.12.1.3. THE METHOD OF CALCULATING THE FINAL MODULE MARK WILL BE PUBLISHED ON THE RELEVANT PLATFORMS WHEN THE TEACHING OF THE MODULE BEGINS. FOR MODULES PRESENTED IN THE TRADITIONAL ASSESSMENT PRACTICE, THE MODULE MARK FOR ALL COURSEWORK MODULES IS BASED ON A COMBINATION OF A MODULE PARTICIPATION MARK AND AN EXAMINATION MARK IN A PREDETERMINED RATIO. IN THE CASE OF CONTINUOUS-ASSESSMENT MODULES, THE MODULE MARK IS BASED ON THE WEIGHTED AVERAGE OF THE ASSESSMENTS PRESCRIBED FOR THE MODULE, ACCORDING TO THE WEIGHTS ALLOTTED TO THE DIFFERENT ASSESSMENT TASKS.

Requirements for passing a module is stipulated under A-rule 1.12.3.

A-rule 1.12.3.1. Requirements for passing a module presented in the traditional assessment practice:

A-rule 1.12.3.1.1. The sub-minimum for examinations in all coursework modules is forty percent (40%) except where a higher sub-minimum is set in the applicable faculty rules. Faculty complies with A-rule 1.12.3.1.1 and no higher sub-minimum is set.

A-rule 1.12.3.1.2. A student passes a coursework module if a final module mark of at least fifty percent (50%) and/or applicable statutory requirements are attained, taking into account the provisions regarding the examination sub-minimum and the ratio between the module participation and examination mark as published in accordance with Rule 1.12.1.3.

A-rule 1.12.3.1.3. A final mark of at least fifty percent (50%) is required to pass a research module.

A-rule 1.12.3.2. Requirements for passing a module presented in the continuous assessment practice:

A-rule 1.12.3.2.1. In cases where a module is assessed on the basis of continuous assessment, the final module mark is based on the weight accorded to the assessment tasks as approved by the relevant faculty board.

A-rule 1.12.3.2.2. A minimum of four assessment tasks per module must be performed, one of which may be a thematically clustered assessment task for which the combined assessment mark may not exceed twenty percent (20%) of the module mark.

A-rule 1.12.3.2.3. The maximum weight of any assessment task may not exceed thirty percent (30%) of the total weighting of the module mark.

A-rule 1.12.3.2.4. A student must obtain a weighted average of at least fifty percent (50%) and the requisite applicable statutory-body requirements to pass the module.

EDU.1.2.11 Progression Requirements

The stipulations in A-rule 1.15 and all the sub-paragraphs apply.

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

A-rule 1.15.1: 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-rule 1.15.1.2: a distance student must obtain at least 50% of the total credits that are required for the curriculum up to the historic year level for which the student is registered.

A-rule 1.15.2: A student who fails to comply with the progression requirements provided for in A-rule 1.16.1 does not automatically qualify for continuing study in the programme concerned.

A-rule 1.15.3: After every examination period, the executive dean concerned must, in consultation with the Faculty Management Committee or other faculty structure concerned, review the academic records of all students to determine the students' compliance with the progression requirements.

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-rules 1.12.4 and 2.3.4.

A-rule 2.3.4: A student who failed modules that form part of the formal curriculum of a programme, may not, in the following year of study, register for additional modules not required for the curriculum of the programme before the failed modules have been passed.

EDU.1.2.13 Access to Marked Examination Work

The stipulations in a A-rules 1.12.8 and all the sub paragraphs apply

EDU.1.2.14 Monitoring of Academic Performance

In accordance with A-rules 1.14.1 – 1.14.3, a student who achieves less than half the credits required for the programme concerned as prescribed in the relevant curriculum maps 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 1.16. The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period following an application submitted via the student portal 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 1.17. In accordance with A-rule 1.17.8, a student whose studies have been terminated may, 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: <https://www.nwu.ac.za/governance-and-management/academic-policies>.

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

Academic misconduct	
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 1.21), 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 A-rules 1.5.3 and 1.6.

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.1.6 LANGUAGE POLICY IN THE FACULTY (PROGRAMME SPECIFIC)

The Language Policy of the NWU is available at the following web address: https://www.nwu.ac.za/Governance_Management_Policies.

Sessions for ACT and distance learning programmes are offered in English.

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

EDU.2 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 in January, 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.2.1 UNIT FOR DISTANCE LEARNING (UDL)

The Unit for Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties by means of an electronic platform in southern Africa.

EDU.2.2 CONTACT DETAILS

Tel: +27 18 285 5900

Fax: +27 87 234 4957

Website: distance.nwu.ac.za/

Email: DistancePotch@nwu.ac.za

Dedicated ACT email address: UODL-ACT@nwu.ac.za

Written correspondence Academic matters

The Academic Manager:

UDL

North-West University

Private Bag X6001

Potchefstroom

2520

South Africa

Written correspondence Administrative matters

The Unit for Distance Learning (UDL)

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, this does not apply to Faculty of Education.
- ii. Each programme has a minimum and a maximum study duration for completing the programme.
- iii. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity (first and/or second opportunity) should the student qualify to write examinations.
- iv. Students have a second examination opportunity directly after the first attempt. A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
- v. Classes are presented by means of an electronic platform, supported by lecturers. Lecturers can also be contacted via email.
- 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 Distance Learning is situated.
- viii. **Unsatisfactory academic performance:** A student whose academic performance is found to be unsatisfactory will receive a formal written warning from the relevant director. If subsequent progress is still not satisfactory, the student may be dealt with in terms of A-rule 1.17 and subparagraphs.
- ix. **Termination of studies of UDL students:** The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of A-rule 1.17.
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.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
AEMF 511	Elementary Mathematics for Teachers I		8
AEMF 521	Elementary Mathematics for Teachers II		8
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
AFCG 521	Life Orientation: Career Guidance		24
AFML 571	Finances in Mathematics Literacy		32
AFPD 521	Life Orientation: Personal Development		24
AFSE 511	Life Orientation: Social Development and Environmental Responsibility		24
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
AGML 521	Geometry, Statistics and Probability in Mathematics Literacy		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
AIFE 511	Foundations of Education in the FET 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 II		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
ALPF 511 ⁴	Life Orientation: Physical Education		24
ALPF 512	Life Orientation: Physical Education – Physical Fitness, Sport and Assessment		12
ALPF 522	Life Orientation: Physical Education – Recreational Movement Activities, Adapted Physical Education and Sport Management		12
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	Implementing effective Mathematics learning in the Foundation Phase		16
AMSS 511	Map Skills		16
ANIM 571	Numbers and Number Systems in Intermediate Phase Mathematics		16
ANML 571	Numbers and Functions in Mathematics Literacy		32
APGE 521	Physical Geography		16
APRM 521	Population and Resource Management		16
APRO 511	Knowledge Area: Processing		16

⁴ Module being phased out; last intake was in 2023. Replaced by ALPF 512 & ALPF 522.

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
AWIL 524	Work-Integrated Learning in FET Phase		8
CMPF 511 ⁵	Information and Communication Technology Competency for Teaching Students		12
CMPF 512 ⁶	Information and Communication Technology Competency for Teaching Students		1
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
NMAA 571	Geometry for FET Mathematics Teaching		24
NMAA 572	Trigonometry, Analytical Geometry and Data Analysis for FET Mathematics Teaching		24
NMAT 571	Algebra for FET Mathematics Teaching		24
NMAT 572	Functions and Differentiation for FET Mathematics Teaching		24

⁵ ADDITIONAL REQUIREMENT (phasing out): CMPF 511 module on level 7, 12 credits on top of minimum 120 credits for the ACT qualification.

⁶ ADDITIONAL REQUIREMENT: CMPF 512 module on level 7, 1 credit 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 121 credit, 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 512.

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.

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 an approved after school teaching qualification of at least 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

Please note: Students wishing to study the Advanced Certificate in Foundation 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.

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

Please note: Students wishing to study the Advanced Certificate in Foundation 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.

EDU.4.2.1 PROGRAMME 4BL F02, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies ONE year:

First semester		
Module code	Type	Cr
AIFP 511	H	16
ALFA/ALFE/ALFS 511	H	16
CMPF 512	X	1
AMAT 511	H	16
ALIF 511	H	16
Total 1 st semester		65
Second semester		
Module code	Type	Cr
ALFP 521	H	16
AWIL 521	H	8
AMAT 521	H	16
ALIF 521	H	16
Total 2 nd semester		56
Total credits in curriculum		121

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 512	X	1
ALFA/ALFE/ALFS 511	H	16	AMAT 511	H	16
			ALIF 511	H	16
Total 1 st semester		32	Total 1 st semester		33
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
Total 2 nd semester		24	Total 2 nd semester		32
Total year level 1		56	Total year level 2		76
Total credits in curriculum					121

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

EDU.5.1 PURPOSE OF THE PROGRAMME

The ACT is a 121 credit, 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.

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 1 credit on level 5 as allowed by the MRTEQ policy (p 31). Therefore, this qualification will consist of 121 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.

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 an approved after school teaching qualification of at least 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

- 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.5.1.3 Specific Requirements

Please note: Students wishing to study the Advanced Certificate in Intermediate 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.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

Please note: Students wishing to study the Advanced Certificate in Intermediate 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.

EDU.5.2.1 PROGRAMME 4BM F05, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies over ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	AWIL 522	H	8
AEMT 511	H	8	ALCA 521	H	8
ALPI 511	H	8	AFAL 521	H	12
AFAL 511	H	12	ALPS 521	H	8
ALRE 511	H	8	SPEC 2 521	H	8
CMPF 512	X	1	SPEC 2 521	H	8
SPEC 2 511	H	8			
SPEC 2 511	H	8			
Total 1 st semester		69	Total 2 nd semester		52
Total credits in curriculum					121

* 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 512	X	1
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
Total 1 st semester		40	Total 1 st semester		29
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
Total 2 nd semester		24	Total 2 nd semester		28
Total year level 1		64	Total year level 2		68
Total credits in curriculum					121

*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

Please note: Students wishing to study the Advanced Certificate in Intermediate 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.

EDU.5.3.1 PROGRAMME 4BM F06, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies over ONE year:

Year modules (1 st and 2 nd semester)					
Module code				Type	Cr
ANIM 571				H	16
AGIM 571				H	16
Total year modules					32
First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	AWIL 522	H	8
AEMT 511	H	8	AFAL 521	H	12
AFAL 511	H	12	SPEC 2 521	H	8
CMPF 512	X	1	SPEC 2 521	H	8
SPEC 2 511	H	8			
SPEC 2 511	H	8			
Total 1 st semester		53	Total 2 nd semester		36
Total credits in curriculum					121

Curriculum layout when completing studies over TWO years:

Year 1			Year 2		
Year modules (1 st and 2 nd semester)			Year modules (1 st and 2 nd semester)		
Module code	Type	Cr	Module code	Type	Cr
ANIM 571	H	16	AGIM 571	H	16
Total year modules		16	Total year modules		16
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	CMPF 512	X	1
AEMT 511	H	8	AFAL 511	H	12
SPEC 2 511	H	8	SPEC 2 511	H	8
Total 1 st semester		32	Total 1 st semester		21
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
Total 2 nd semester		16	Total 2 nd semester		20
Total year level 1		64	Total year level 2		68
Total credits in curriculum					121

*Second specialisation depending on available choice

EDU.5.4 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING: SCIENCE AND TECHNOLOGY

Please note: Students wishing to study the Advanced Certificate in Intermediate 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.

EDU.5.4.1 PROGRAMME 4BM F07, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies over ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	AWIL 522	H	8
AEMT 511	H	8	AKAT 521	H	8
AFAL 511	H	12	AFAL 521	H	12
ATPI 511	H	8	INSC 521	H	8
CMPF 512	X	1	SPEC 2 521	H	8
INSC 511	H	8	SPEC 2 521	H	8
SPEC 2 511	H	8			
SPEC 2 511	H	8			
Total 1 st semester		69	Total 2 nd semester		52
Total credits in curriculum					121

* 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 512	X	1
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
Total 1 st semester		40	Total 1 st semester		29
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
Total 2 nd semester		24	Total 2 nd semester		28
Total year level 1		64	Total year level 2		68
Total credits in curriculum					121

*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

Please note: Students wishing to study the Advanced Certificate in Intermediate 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.

EDU.5.5.1 PROGRAMME 4BM F08, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies over ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AIIP 511	H	16	AWIL 522	H	8
AEMT 511	H	8	ALCA 521	H	8
AFAL 511	H	12	AFAL 521	H	12
AHSS 511	H	8	AHSS 521	H	8
CMPF 512	X	1	ISSP 521	H	8
ISSP 511	H	8	SPEC 2 521	H	8
SPEC 2 511	H	8	SPEC 2 521	H	8
SPEC 2 511	H	8			
Total 1 st semester		69	Total 2 nd semester		52
Total credits in curriculum					121

* 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 512	X	1
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
Total 1 st semester		40	Total 1 st semester		29
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
Total 2 nd semester		24	Total 2 nd semester		28
Total year level 1		64	Total year level 2		68
Total credits in curriculum					121

*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

The ACT is a 121 credit, 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.

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 512). 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.

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 an approved after school teaching qualification of at least 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.6.1.3 Specific Requirements

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 512, 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;
 - 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

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.

EDU.6.2.1 PROGRAMME 4BS F08⁷, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	AWIL 523	H	8
AECO 511	H	16	AECO 521	H	16
AENT 511	H	16	AENT 521	H	16
ACFL 511	H	16	ACFL 521	H	16
CMPF 512	X	1			
Total 1 st semester		65	Total 2 nd semester		56
Total credits in curriculum					121

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 512	X	1
AECO 511	H	16	ACFL 511	H	16
AENT 511	H	16			
Total 1 st semester		48	Total 1 st semester		17
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
Total 2 nd semester		24	Total 2 nd semester		32
Total year level 1		72	Total year level 2		60
Total credits in curriculum					121

⁷ Qualification programme is being held in abeyance since 2024, until further notice.

EDU.6.3 ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING: LIFE ORIENTATION

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.

EDU.6.3.1 PROGRAMME 4BS F10⁸, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	AWIL 523	H	8
ALCG 511	H	24	ALPD 521	H	24
ALPE 511	H	24	ALPE 521	H	24
CMPF 512	X	1			
Total 1 st semester		65	Total 2 nd semester		56
Total credits in curriculum					121

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 512	X	1
ALCG 511	H	24	ALPE 511	H	24
Total 1 st semester		40	Total 1 st semester		25
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	ALPE 521	H	24
ALPD 521	H	24			
Total 2 nd semester		32	Total 2 nd semester		24
Total year level 1		72	Total year level 2		60
Total credits in curriculum					121

⁸ Qualification programme is being held in abeyance since 2024, until further notice.

EDU.6.4 ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING: MATHEMATICS

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.

EDU.6.4.1 PROGRAMME 4BS F11, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

Year modules (1 st and 2 nd semester)					
Module code				Type	Cr
AASM 571				H	32
AGSM 571				H	32
Total year modules					64
First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	AWIL 523	H	8
AEMS 511	H	8	AEMS 521	H	8
CMPF 512	X	1	ASSM 521	H	16
Total 1 st semester		25	Total 2 nd semester		32
Total credits in curriculum					121

Curriculum layout when completing studies in TWO years:

Year 1			Year 2		
Year modules (1 st and 2 nd semester)			Year modules (1 st and 2 nd semester)		
Module code	Type	Cr	Module code	Type	Cr
AASM 571	H	32	AGSM 571	H	32
Total year modules		32	Total year modules		32
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	CMPF 512	X	1
			AEMS 511	H	8
Total 1 st semester		16	Total 1 st semester		9
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 523	H	8	AEMS 521	H	8
ASSM 521	H	16			
Total 2 nd semester		24	Total 2 nd semester		8
Total year level 1		72	Total year level 2		60
Total credits in curriculum					121

EDU.6.5 ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING: SOCIAL SCIENCE

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.

EDU.6.5.1 PROGRAMME 4BS F13, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	AWIL 523	H	8
AHSP 511	H	16	AHIS 521	H	16
AHIS 511	H	16	APGE 521	H	16
AMSS 511	H	16	APRM 521	H	16
CMPF 512	X	1			
Total 1 st semester		65	Total 2 nd semester		56
Total credits in curriculum					121

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 512	X	1
AHSP 511	H	16	AMSS 511	H	16
AHIS 511	H	16			
Total 1 st semester		48	Total 1 st semester		17
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
Total 2 nd semester		24	Total 2 nd semester		32
Total year level 1		72	Total year level 2		60
Total credits in curriculum					121

EDU.6.6 ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING: TECHNOLOGY

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.

EDU.6.6.1 PROGRAMME 4BS F14, COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AISP 511	H	16	AWIL 523	H	8
AGCS 511	H	12	AGCS 521	H	12
APRO 511	H	16	ATAL 521	H	12
ASTR 511	H	12	ATPS 521	H	16
ASAC 511	H	16			
CMPF 512	X	1			
Total 1 st semester		73	Total 2 nd semester		48
Total credits in curriculum					121

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 512	X	1
AGCS 511	H	12	ASTR 511	H	12
APRO 511	H	16	ASAC 511	H	16
Total 1 st semester		44	Total 1 st semester		29
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
Total 2 nd semester		20	Total 2 nd semester		28
Total year level 1		64	Total year level 2		68
Total credits in curriculum					121

EDU.7 RULES FOR THE ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING TEACHING (ACFETT)

EDU.7.1 PURPOSE OF THE PROGRAMME

The ACT is a 121 credit, 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.

Teachers specializing in the Further Education and Training (FET) Phase, should be able to teach the subject specialisation of their choice to learners from grade 10 to 12. The ACT FET programme consists of three sections. Firstly, a section with generic modules in which students learn the foundations of education (AIFE 511) and complete a practical component at a school and submit a portfolio (AWIL 524). Secondly, an additional module which focuses on basic computer literacy (CMPF 512). Finally, one chosen specialization which carries 96 credits. We offer:

- Life Orientation;
- Mathematics; and
- Mathematics Literacy.

EDU.7.1.1 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.

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.7.1.2 Admission Requirements for the Qualification

To be admitted to the Advanced Certificate in Teaching the student must be in possession of an approved after school teaching qualification of at least 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.7.1.3 Specific Requirements

Please note: *Students wishing to study the Advanced Certificate in FET 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 must submit proof that they have been teaching Mathematics for at least three to five years.

EDU.7.1.4 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 ACFETT students to do their WIL in the FET Phase (Gr 10 - 12).

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

EDU.7.1.5 Qualification Outcomes

Upon completion of the Advanced Certificate in Further Education and Training Teaching qualification, the student will demonstrate the following:

- a) detailed knowledge and understanding of:
 - the key terms, concepts, facts, principles, rules and theories related to Further Education and Training Teaching (FET) phase teaching;
 - how to apply the knowledge to enable effective teaching strategies and methods consonant with the FET phase context; and
 - the origins and development of knowledge within the chosen field of study and the different schools of thought within the field;
- b) Communicate effectively with relevant stakeholders within the school context, as well as the ability to communicate accurately and coherently while acknowledging respect for intellectual property conventions and rules

applicable to plagiarism, both in a written and verbal format, when executing assignments and tasks;

- c) Organise, manage, teach, and deal with identified problems in a class at the FET phase level effectively, applying appropriate values and acceptable conduct;
- d) Demonstrate insight into the challenges faced in FET phase education due to poverty, the deep rural placement of many schools, HIV/AIDS, language barriers, and cultural diversity; and
- e) Monitor own learning progress and apply relevant learning strategies to realise all the outcomes of this qualification.

EDU.7.2 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING TEACHING: LIFE ORIENTATION

Please note: Students wishing to study the Advanced Certificate in Further Education and Training 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.

EDU.7.2.1 PROGRAMME 4BT F05⁹ COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
CMPF 512	X	1	AWIL 524	H	8
AIFE 511	H	16	AFPD 521	H	24
AFSE 511	H	24	AFCG 521	H	24
ALPF 512	H	12	ALPF 522	H	12
Total 1 st semester		53	Total 2 nd semester		68
Total credits in curriculum					121

Curriculum layout when completing studies in TWO years:

Year 1			Year 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
CMPF 512	X	1	AIFE 511	H	16
AFSE 511	H	24	ALPF 512	H	12
Total 1 st semester		25	Total 1 st semester		28
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 524	H	8	AFCG 521	H	24
AFPD 521	H	24	ALPF 522	H	12
Total 2 nd semester		32	Total 2 nd semester		36
Total year level 1		57	Total year level 2		64
Total credits in curriculum					121

⁹ Qualification programme is being held in abeyance since 2024, until further notice.

EDU.7.3 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING TEACHING: MATHEMATICS

Please note: Students wishing to study the Advanced Certificate in Further Education and Training 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.

EDU.7.3.1 PROGRAMME 4BT F06 COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

Year modules (1 st and 2 nd semester)					
Module code				Type	Cr
NMAA 571				H	24
NMAA 572				H	24
NMAT 571				H	24
NMAT 572				H	24
Total year modules					96
First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AIFE 511	H	16	AWIL 524	H	8
CMPF 512	X	1			
Total 1 st semester		17	Total 2 nd semester		8
Total credits in curriculum					121

Curriculum layout when completing studies in TWO years:

Year 1			Year 2		
Year modules (1 st and 2 nd semester)			Year modules (1 st and 2 nd semester)		
Module code	Type	Cr	Module code	Type	Cr
NMAA571	H	24	NMAA 572	H	24
NMAT 571	H	24	NMAT 572	H	24
Total year modules		48	Total year modules		48
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
CMPF 512	X	1	AIFE 511	H	16
Total 1 st semester		1	Total 1 st semester		16
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 524	H	8			
Total 2 nd semester		8	Total 2 nd semester		
Total year level 1		57	Total year level 2		64
Total credits in curriculum					121

EDU.7.4 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING TEACHING: MATHEMATICS LITERACY

Please note: Students wishing to study the Advanced Certificate in Further Education and Training 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.

EDU.7.4.1 PROGRAMME 4BT F07 COMPILATION OF CURRICULUM O101P

Curriculum layout when completing studies in ONE year:

Year modules (1 st and 2 nd semester)					
Module code				Type	Cr
AFML 571				H	32
ANML 571				H	32
Total year modules					64
First semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
CMPF 512	X	1	AWIL 524	H	8
AIFE 511	H	16	AEMF521	H	8
AEMF 511	H	8	AGML 521	H	16
Total 1 st semester		25	Total 2 nd semester		32
Total credits in curriculum					121

Curriculum layout when completing studies in TWO years:

Year 1			Year 2		
Year modules (1 st and 2 nd semester)			Year modules (1 st and 2 nd semester)		
Module code	Type	Cr	Module code	Type	Cr
AFML 571	H	32	ANML 571	H	32
Total year modules		32	Total year modules		32
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
CMPF 512	X	1	AIFE 511	H	16
AEMF 511	H	8			
Total 1 st semester		9	Total 1 st semester		16
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
AWIL 524	H	8	AGML 521	H	16
AEMF 521	H	8			
Total 2 nd semester		16	Total 2 nd semester		16
Total year level 1		57	Total year level 2		64
Total credits in curriculum					121

EDU.8 MODULE OUTCOMES

Module code: AASM 571	Year module	NQF level: 6
Title: Algebra for Senior Phase Mathematics		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • 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; • detailed knowledge and critical understanding of functions, ways of representing functions and relationships among functions; • the ability to select, plan and apply terminology, symbols, notations, procedures, rules, principles, methods and formulae within the field of algebra and functions; • accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; • the ability to identify, analyse, solve and evaluate routine as well as non-routine problems in familiar as well as complex realistic contexts; and • 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. 		
Method of delivery: Distance		

Module code: ACFL 511	Semester 1	NQF level: 6
Title: Financial Literacy I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • display a fundamental knowledge of the purpose and function of accounting by applying knowledge of accounting concepts to an accounting practice; • 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; • 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 • behave ethically-motivated and value-driven in all operational circumstances and forms of communication, written and verbal. 		
Method of delivery: Distance		

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

<ul style="list-style-type: none"> • 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 • behave ethically-motivated and value-driven in all operational circumstances and forms of communication, written and verbal.
Method of delivery: Distance

Module code: AECO 511	Semester 1	NQF level: 6
Title: Economics I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • 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; • 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; • 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; • 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 • carry out instructions regarding the mentioned learning content effectively as individual or in a group and creatively solve problems in relevant economic areas. 		
Method of delivery: Distance		

Module code: AECO 521	Semester 2	NQF level: 6
Title: Economics II		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • 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; • 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; • 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; • 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 • carry out instructions regarding the mentioned learning content effectively as individual or in a group and creatively solve problems in relevant economic areas. 		
Method of delivery: Distance		

Module code: AEMF 511	Semester 1	NQF level: 6
Title: Elementary Mathematics for Teachers I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of numbers, elementary representation of numbers, elementary relationships between numbers and properties of the number system; • detailed knowledge regarding the origin and evolution of number concepts; • the ability to select, plan and apply terminology, procedures, rules, principles and methods within the field of number systems; • ability to select, evaluate and apply knowledge of number concepts to solve familiar real-life problems. 		
Method of delivery: Distance		

Module code: AEMF 521	Semester 2	NQF level: 6
Title: Elementary Mathematics for Teachers II		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of shapes; • the ability to select, plan and apply terminology, procedures, rules, principles and methods within the field of space, shape and measurement; • ability to select, evaluate and apply knowledge of elementary geometry to solve real-life problems. 		
Method of delivery: Distance		

Module code: AEMS 511	Semester 1	NQF level: 6
Title: Elementary Mathematics for Teachers I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • demonstrate the necessary skills and knowledge to teach mathematics effectively up to Grade 9 and to facilitate the learning of others; • demonstrate sufficient knowledge and skills relevant to solving problems at grade 9 level of school mathematics; • 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; • be able to do elementary research on the teaching and learning of mathematics as individual or as member of a group; • demonstrate basic knowledge, understanding and skills with respect to elementary measurement (area, volume, capacity) and geometry (points, lines, angles, triangles, quadrilaterals and tessellations); • know why the teaching and learning of mathematics are changing and how this renewal can be implemented; • be equipped with the necessary teaching skills and knowledge in order to teach effectively and to facilitate the learning of others; • use mathematics with confidence in everyday life and thereby fulfil his/her role in the community; • 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; • demonstrate problem solving abilities by applying a fundamental knowledge of statistics and probability in the mathematising of real-life situations; and 		

- demonstrate appreciation for the roles that fundamental knowledge of statistics and probability play as tools to make sense of real-life and simulated contexts.

Method of delivery: Distance

Module code: AEMS 521	Semester 2	NQF level: 6
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"> • detailed knowledge and understanding of shapes; • ability to select, plan and apply terminology, procedures, rules, principles and methods within the field of space, shape and measurement; and • ability to select, evaluate and apply knowledge of elementary geometry to solve real-life problems. 		
Method of delivery: Distance		

Module code: AEMT 511	Semester 1	NQF level: 6
Title: Elementary Mathematics for Teachers		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • personal understanding of the fundamental mathematical concepts within the field of number systems and elementary geometry; and • to identify, evaluate and solve problems within the field of number systems and elementary geometry. 		
Method of delivery: Distance		

Module code: AENT 511	Semester 1	NQF level: 6
Title: Entrepreneurship I		
On successful completion of this module the student should be able to demonstrate		
<ul style="list-style-type: none"> • evaluate the concepts of business management; • demonstrate fundamental knowledge of entrepreneurship and small business management; • explain the business environment; • discuss the components of management; • distinguish between management theory and practice: past and present; and • identify and apply the different competencies to various business functions. 		
Method of delivery: Distance		

Module code: AENT 521	Semester 2	NQF level: 6
Title: Entrepreneurship II		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • distinguish between the different management tasks, namely planning, organising, leading and control; • evaluate human resource management in the organisation; • identify marketing challenges and application of market segmentation; • demonstrate fundamental knowledge in respect of financial management; • explain the business environment; • discuss the nature of operations management; and • explain the importance of strategic management. 		
Method of delivery: Distance		

Module code: AFAL 511	Semester 1	NQF level: 6
Title: English First Additional Language I		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • effective communication; • knowledge and understanding of diverse teaching-learning situations; • knowledge of the various learners and how they learn; and • developing literacy and language skills. 		
Method of delivery: Distance		

Module code: AFAL 521	Semester 2	NQF level: 6
Title: English First Additional Language II		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • reliable and relevant assessment; • effective classroom management; • effective communication; • recognising learners' needs and tailoring teaching accordingly; and • developing literacy and language skills. 		
Method of delivery: Distance		

Module code: AFCG 521	Semester 2	NQF level: 6
Title: Life Orientation: Career Guidance		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and understanding of, as well as an ability to evaluate and apply key terms, concepts, facts, principles, rules, theories of Career Guidance to different areas of specializa-tion within the field of the Life Orientation, and understanding of how that knowledge re-lates to other fields or practices within other disciplines; • an understanding of the origin and development of knowledge within the field of Career Guidance and to solve fundamental problems in the field of career guidance; • an ability to identify, evaluate and apply a range of different methods and theories to do focused research and resolve career problems; • an ability to analyse and critically reflect on career problems like unemployment, psychodynamic relations regarding the World of Work by means of human behaviour and apply evidence-based solutions with theory-driven arguments. 		
Method of delivery: Distance		

Module code: AFDP 521	Semester 2	NQF level: 6
Title: Life Orientation: Personal Development		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge of and engagement in personal development and to have a critical understanding and application of different theories relevant to personal development; as well as an ability to critically interrogate multiple theories of personal development; • the ability to evaluate and apply different skills regarding personal development and to reflect on personal problems and contribute to positive change within the "self" in society; • the ability and skills to identify and evaluate different theories to resolve personal problems; and 		

<ul style="list-style-type: none"> insight in the understanding of certain aspects relating to different type of skills in personal development.
Method of delivery: Distance

Module code: AFML 571	Year module	NQF level: 6
Title: Finances in Mathematics Literacy		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> detailed knowledge and critical understanding of financial matters, relationships among financial concepts and properties of financial matters; knowledge regarding the origin and evolution of financial concepts; the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of the financial world; the ability to identify, analyse, solve and evaluate routine as well as non-routine financial-related problems in familiar as well as new realistic contexts; the ability to use financial terminology, symbols and notation in order to produce and communicate information in both verbal and written form within the field of the financial world; accountability for evaluating the applicability and validity of financial matters and solutions to problems; the skill to plan and execute lessons regarding number systems and functions, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge appropriate subject methodology; the ability to plan assessment making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology. 		
Method of delivery: Distance		

Module code: AFSE 511	Semester 1	NQF level: 6
Title: Life Orientation: Social Development and Environmental Responsibility		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> detailed knowledge of and engagement in social development and have a critical understanding and application of different theories relevant to social and environmental responsibilities; an ability to critically interrogate multiple theories of social responsibilities, and critically review those theories; an ability to select, evaluate and apply a range of different skills regarding Responsible Citizenship and to reflect on social problems and contribute to positive change within the community; an ability to critically judge the ethical conduct, and application of human rights within different cultural and social environments. 		
Method of delivery: Distance		

Module code: AGCS 511	Semester 1	NQF level: 6
Title: Graphic Communication in Senior Phase Technology I		
On successful completion of this module the student should be able to demonstrate:		

- a critical understanding of graphic communication methods used in the design process in Technology education;
- the ability to apply accurate and coherent methods of graphic communication to facilitate the design process within the field of Technology;
- detailed knowledge and understanding of key concepts, principles and theories in Technology Education; and
- ability to monitor own learning progress and apply relevant learning strategies to successfully realized all outcomes of the module.

Method of delivery: Distance

Module code: AGCS 521	Semester 2	NQF level: 6
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"> • a critical understanding of graphic communication methods used in the design process in Technology education; • the ability to apply accurate and coherent methods of graphic communication to facilitate the design process within the field of Technology; and • detailed knowledge and understanding of key concepts, principles and theories in Technology Education. 		
Method of delivery: Distance		

Module code: AGIM 571	Year module	NQF level: 6
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"> • sound subject knowledge and deep understanding within the fields of geometry; • identify, evaluate and solve problems regarding geometry; and • to demonstrate accountability for the organising and planning of his/her teaching and assessment activities. 		
Method of delivery: Distance		

Module code: AGML 521	Semester 2	NQF level: 6
Title: Geometry Statistics and Probability in Mathematics Literacy		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and a critical understanding of the terminology, principles and procedures of geometry and statistics; • the ability to apply basic geometry in real life contexts; • the ability to select, evaluate and reflect on the appropriate statistical methods to gather, analyze and interpret data applicable to real life situations; • detailed knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve real life problems; • accountability for ensuring the validity of statistical and probability representations and solutions to problems; • the skill to plan and execute lessons regarding geometry, probability and statistics, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge appropriate subject methodology. 		
Method of delivery: Distance		

Module code: AGSM 571	Year module	NQF level: 6
Title: Geometry and Trigonometry for Senior Phase Mathematics		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and informed understanding of applicable geometry and introductory trigonometry; • the ability to select, plan and apply mathematical procedures, rules, principles, methods and formulae within the fields of geometry and introductory trigonometry; • 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; • 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; • the ability to select, plan, implement and present lessons regarding geometry and introductory trigonometry, making use of theoretical based teaching and assessment strategies; and • 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. 		
Method of delivery: Distance		

Module code: AHIS 511	Semester 1	NQF level: 6
Title: History II		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the causes and consequences of World War II; • detailed knowledge and understanding of the rise of Nazi Germany, apartheid and ethnic identity in Rwanda; • 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 • 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. 		
Method of delivery: Distance		

Module code: AHIS 521	Semester 2	NQF level: 6
Title: History III		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • 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; • an understanding of the scramble for Africa and the ability to submit an assignment / project on it; • detailed knowledge and understanding of the facts and key terms of the Russian Revolution; and • an understanding of the ethical implications of a war and a revolution, with reference to World War I and the Russian Revolution. 		
Method of delivery: Distance		

Module code: AHSP 511	Semester 1	NQF level: 6
Title: History I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • 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; • the ability to understand and apply the biographical approach to teaching about the role played by Shaka in the creation of the Zulu kingdom; • detailed knowledge and understanding of the role played by Indians in the economic development of Natal and South Africa in general; • understanding of the ethical implications of historical decisions, actions and practices; and • ability to select, evaluate and apply those standards and methods to solve problems in the field of history. 		
Method of delivery: Distance		

Module code: AHSS 511	Semester 1	NQF level: 6
Title: Social Sciences I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • sound knowledge of history; • 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; • ability to communicate effectively in relation to history as a subject in order to mediate learning; • ability to manage their classroom effectively across diverse contexts in order to ensure a conducive learning environment, particularly for history; and • to assess learners in reliable and varied ways, in order to use the results of assessment to improve teaching and learning in history. 		
Method of delivery: Distance		

Module code: AHSS 521	Semester 2	NQF level: 6
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"> • a sound knowledge of history; • understanding diversity in the South African context in order to teach history in a manner which includes all learners; • 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 • assessing learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in History. 		
Method of delivery: Distance		

Module code: AIIP 511	Semester 1	NQF level: 6
Title: 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"> • being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom; 		

- knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and
- 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.

Method of delivery: Distance

Module code: AIFE 511	Semester 1	NQF level: 6
Title: Foundations of Education in the Further Education and Training Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom; • knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and • 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. 		
Method of delivery: Distance		

Module code: AIFP 511	Semester 1	NQF level: 6
Title: Foundations of Education in the Foundation Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom; • knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and • 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. 		
Method of delivery: Distance		

Module code: AISP 511	Semester 1	NQF level: 6
Title: 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"> • being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom; • knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; and • 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. 		
Method of delivery: Distance		

Module code: AKAT 521	Semester 2	NQF level: 6
Title: Knowledge Areas of Technology Education		
On successful completion of this module the student should be able to demonstrate:		

- detailed knowledge and understanding of structures as a knowledge area in Technology Education;
- detailed knowledge and understanding of processing as a knowledge area in Technology Education;
- detailed knowledge and understanding of systems and control as a knowledge area in Technology Education; and
- the ability to evaluate and apply procedures and methods using the knowledge areas to solve fundamental problems in the field of Technology Education.

Method of delivery: Distance

Module code: ALCA 521	Semester 2	NQF level: 6
Title: 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"> • 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; • the ability to select and apply appropriate didactic principles and strategies to create meaningful learning experiences for intermediate phase learners; • the ability to identify and critically reflect on the value of Creative Arts as part of Life Skills in the intermediate phase; • 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 • the ability to identify, analyse and deal with complex teaching and learning challenges when applying practical teaching skills relevant to Creative Arts. 		
Method of delivery: Distance		

Module code: ALCG 511	Semester 1	NQF level: 6
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"> • detailed knowledge and an understanding of Career Guidance within the field of World of Work; • the ability to critically analyse and apply the different theories regarding career development; • 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; • the proficiency to develop a programme to improve employment opportunities; and • 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. 		
Method of delivery: Distance		

Module code: ALFA 511 / ALFE 511/ ALFS 511	Semester 1	NQF level: 6
Title: ALFE 511 - English First Language or ALFS 511 - Setswana First Language or ALFA 511 - Afrikaans First Language		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> 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 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. 		
Method of delivery: Distance		

Module code: ALFE 511*	Semester 1	NQF level: 6
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* Refer to **Module code: ALFA 511 / ALFE 511 / ALFS 511**

Module code: ALFP 521	Semester 2	NQF level: 6
Title: 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"> 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 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. 		
Method of delivery: Distance		

Module code: ALFS 511*	Semester 1	NQF level: 6
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* Refer to **Module code: ALFA 511 / ALFE 511 / ALFS 511**

Module code: ALIF 511	Semester 1	NQF level: 6
Title: 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"> 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; 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 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.
Method of delivery: Distance

Module code: ALIF 521	Semester 2	NQF level: 6
Title: 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"> • 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 • 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. 		
Method of delivery: Distance		

Module code: ALPD 521	Semester 2	NQF level: 6
Title: 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"> • 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 • an understanding of the origin and development of knowledge and information in the field of personal development, and critical appraisal of that knowledge • 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.; • 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 • 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. 		
Method of delivery: Distance		

Module code: ALPE 511	Semester 1	NQF level: 6
Title: 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"> • 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; • the ability to evaluate and apply different theories to resolve problems that will effect change within practice regarding social responsibilities; • ability to analyse and critically reflect on social and environmental problems; and • 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.
Method of delivery: Distance

Module code: ALPE 521	Semester 2	NQF level: 6
Title: 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"> • 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; • 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; • 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; • 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 • 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. 		
Method of delivery: Distance		

Module code: ALPF 511 ¹⁰	Semester 1	NQF level: 6
Title: Life Orientation: Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • 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 FET-phase; • 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; • 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 		

¹⁰ Module being phased out; last intake was in 2023. Replaced by ALPF 512 & ALPF 522.

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; <ul style="list-style-type: none"> • 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; • 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.
Method of delivery: Distance

Module code: ALPF 512	Semester 1	NQF level: 6
Title: Life Orientation: Physical Education - Physical Fitness, Sport and Assessment		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • 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, and exercise science to the presentation of physical fitness, sport skill analysis and teaching, modified sport games and assessment within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the FET-phase; • the ability to distinguish and solve applied physiological, exercise science problems and apply practice-driven solutions within the presentation of physical fitness, sport skill analysis and teaching, modified sport games and assessment within Physical Education lesson presentation with theory-driven arguments in familiar and unfamiliar contexts; • the knowledge and skills to identify learners in need and how to implement support for the learner in the Physical Education class, i.e. facilitating physical fitness, teaching new sport skills, modified sport games and assessment, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; • 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; • an understanding of ethical implications, actions and practices specifically relevant to the presentation of physical fitness, sport skill analysis and teaching, modified sport games and assessment in lessons appropriate to the practice of Physical Education. 		
Method of delivery: Distance		

Module code: ALPF 522	Semester 2	NQF level: 6
Title: Life Orientation: Physical Education – Recreational Movement Activities, Adapted Physical Education and Sport Management		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and understanding of; as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of motor learning to the presentation of recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes and lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the FET-phase; 		

- the ability to distinguish and solve applied motor learning problems and apply practice-driven solutions within the presentation of recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes and lessons in Physical Education with theory-driven arguments in familiar and unfamiliar contexts;
- the knowledge and skills to identify learners in need and how to implement support for the learner in the Physical Education class, i.e. in recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate;
- 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;
- an understanding of ethical implications, actions and practices specifically relevant to the presentation of recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes and lessons appropriate to the practice of Physical Education.

Method of delivery: Distance

Module code: ALPI 511	Semester 1	NQF level: 6
Title: 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"> • have a sound Physical Education subject knowledge and display a positive work ethic; • have a sound pedagogical knowledge of Physical Education didactics applicable to Intermediate phase learners and be able to apply it in the classroom; • have the ability to identify learner needs in Physical Education and be able to support where needed; • enable students to communicate and work in groups within Physical Education effectively with learners and colleagues; • be able to interpret the Physical Education school curriculum and be able to develop appropriate learning programmes; • be able to understand and respect diversity and inclusivity in the South African context; and • be able to manage a Physical Education class effectively and assess learners in reliable and varied ways. 		
Method of delivery: Distance		

Module code: ALPS 521	Semester 2	NQF level: 6
Title: 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"> • positive work ethic, to display appropriate values and conduct them in a manner that befits, enhances and develops the teaching profession; and • 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. 		
Method of delivery: Distance		

Module code: ALRE 511	Semester 1	NQF level: 6
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Title: 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"> • positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession; • a sound Life Skills knowledge in the context of Intermediate phase teaching and learning; • 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 • understanding diversity in the South African context in order to teach in a manner that includes all learners.
Method of delivery: Distance

Module code: AMAT 511	Semester 1	NQF level: 6
Title: 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"> • having a sound knowledge of the mathematics curriculum; • unpacking the specialised contents in relation to Foundation Phase Mathematics; and • choosing effective teaching, learning and assessment strategies as well as resources in order to plan suitable learning programmes within the mathematics content area. 		
Method of delivery: Distance		

Module code: AMAT 521	Semester 2	NQF level: 6
Title: Implementing effective Mathematics learning in the Foundation Phase		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • 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; • assessing Foundation Phase learners in a reliable and varied manner and using the results of assessment to improve mathematics teaching and learning; and • evaluating own teaching strategies with regards to mathematics and suggest and implement ways to improve teaching and learning of mathematics in the Foundation Phase. 		
Method of delivery: Distance		

Module code: AMSS 511	Semester 1	NQF level: 6
Title: Map Skills		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and understanding of key terms and concepts related to map work; • how knowledge of different maps relates to applicable knowledge within the fields of social sciences; • 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 • ability to select, evaluate and apply those procedures and methods related to map skills to solve problems in map work. 		
Method of delivery: Distance		

Module code: ANIM 571	Year module	NQF level: 6
Title: Numbers and Number systems in Intermediate Phase Mathematics		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • sound subject knowledge and deep understanding within the field of number systems; • subject knowledge and an understanding within the field of introductory statistics; • to identify, evaluate and solve problems within the field of number systems and introductory statistics; and • to demonstrate accountability for the organising and planning of his/her teaching and learning. 		
Method of delivery: Distance		

Module code: ANML 571	Year module	NQF level: 6
Title: Numbers and Functions in Mathematics Literacy		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and an informed understanding of numbers, ways of representing numbers, relationships among numbers and properties of the following number systems: natural numbers; whole numbers; integers; real numbers; • the ability to select, plan and apply procedures, rules, principles, methods and formulae in real life contexts; • the ability to identify, analyse, solve and evaluate routine as well as non-routine number-system-related problems in familiar as well as new realistic contexts; • the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form in real life contexts; • detailed knowledge of applying the terminology, principles and procedures of functions; • the ability to select, correctly evaluate and apply the appropriate methods to interpret functions applicable to familiar and new real life situations; • the skill to plan and execute lessons regarding number systems and functions, making use of the prescribed and applicable policies and documents from the Department of Education and integrate the ability to plan assessment making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology, specialized subject knowledge appropriate subject methodology. 		
Method of delivery: Distance		

Module code: APGE 521	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"> • monitor own learning progress and apply relevant learning strategies, known and new resources to successfully realize all outcomes of this module; • discipline-specific methods and techniques of specific enquiry and information gathering on physical features & from maps, analyses evaluate and synthesize the information and apply your conclusions/research to a given context in the field of social science; • detailed knowledge and understanding of the theories, principles and facts of physical geography; and • accurate and coherent written communication of tasks, assignments and exams with respect to intellectual property and academic conventions. 		
Method of delivery: Distance		

Module code: APRM 521	Semester 2	NQF level: 6
Title: Population and Resource Management		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • understanding of the ethical implications of decisions, actions and practices specifically relevant to settlement development issues, the use of resources and sustainability; • 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; • detailed knowledge and understanding of key terms, concepts and theories of population growth and resource management; and • 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. 		
Method of delivery: Distance		

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

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

Module code: ASSM 521	Semester 2	NQF level: 6
Title: Statistics and Probability for Senior Phase Mathematics		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and a critical understanding of the terminology, principles and procedures of statistics; • the ability to select, correctly evaluate and apply the appropriate statistical methods to gather, analyse and interpret data applicable to real-life situations; • the ability to analyse, evaluate, and critically reflect on the appropriate statistical methods as making inferences based on the data; 		

- detailed knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve real life problems;
- accountability for evaluating the validity of statistical and probability representations, models and solutions to problems; and
- the ability to select, plan, implement and present lessons regarding statistics and probability, making use of theoretical based teaching and assessment strategies.

Method of delivery: Distance

Module code: ASTR 511	Semester 1	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"> • understanding of the interrelationship between Technology and the components in a system; • detailed knowledge and understanding of the role of Technology in the satisfaction of human needs; • 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 • detailed knowledge and understanding of structures as a knowledge area in Technology Education. 		
Method of delivery: Distance		

Module code: ATAL 521	Semester 2	NQF level: 6
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"> • critical discussion of the policy documents on decision, action and practices relevant to the teaching of the Learning Area Technology; • knowledge and skills in participative teaching and learning approach for effective classroom practices in Technology Education; and • the ability to apply and conduct the methodology of Technology by means of circulation, lesson planning and the course of a Technology lesson. 		
Method of delivery: Distance		

Module code: ATPI 511	Semester 1	NQF level: 6
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"> • an understanding of the origin and development of knowledge within the field of Technology; • a critical understanding of the rationale for Technology Education in schools; • the ability to apply the Technological Process to solve fundamental technological problems in an unfamiliar or defined environment; and • apply accurate and coherent methods of graphic communication in Technology Education. 		
Method of delivery: Distance		

Module code: ATPS 521	Semester 2	NQF level: 6
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"> • knowledge of Technology as a specialised discipline; • knowledge of the rationale behind Technology Education; and • the ability to apply the Technological Process to solve fundamental Technological problems in a unfamiliar or defined environment.
Method of delivery: Distance

Module code: AWIL 521	Semester 2	NQF level: 6
Title: Work-integrated Learning		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • being equipped with highly developed Foundation Phase teaching skills; knowing how to approach and teach the various subjects within Foundation Phase context; • 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; • gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment; • 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 • 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. 		
Method of delivery: Distance		

Module code: AWIL 522	Semester 2	NQF level: 6
Title: Work-Integrated Learning		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • being equipped with highly developed Intermediate Phase teaching skills; • knowing how to approach and teach the various subjects within the Intermediate Phase context; • 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; • gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment; • 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 • 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. 		
Method of delivery: Distance		

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

<ul style="list-style-type: none"> • gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment; • 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 • 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.
Method of delivery: Distance

Module code: AWIL 524	Semester 2	NQF level: 6
Title: Work-integrated Learning		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • being equipped with highly developed Senior Phase teaching skills; knowing how to approach and teach the various subjects within Senior Phase context; • 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; • gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment; • 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 • 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. 		
Method of delivery: Distance		

Module code: CMPF 512	Semester 1	NQF level: 7
Title: Information and Communication Technology Competency for Teaching Students		
<p>On completion of the module, the students should be able to demonstrate:</p> <ul style="list-style-type: none"> • Integrated knowledge and understanding in the application of word processing, spreadsheet and presentation software skills in the educational environment; • sound competency in the use of information communication and technology (ICT) in educational settings; • sound knowledge of ethical aspects regarding the use of ICT in the teaching-learning environment; and • the development of self-directed learning skills as lifelong learners in developing own ICT competencies. 		
Method of delivery: Distance		

Module code: INSC 511	Semester 1	NQF level: 6
Title: Intermediate Science I		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • have a sound subject knowledge and display a positive work ethic; • have a sound pedagogical knowledge and be able to apply it in the classroom; • have the ability to identify learner needs and be able to support where needed; • be able to communicate effectively with learners and colleagues; • be able to interpret the school curriculum and be able to develop appropriate learning programmes; 		

- be able to understand and respect diversity, progression and inclusivity in the South African context;
- be able to manage a class effectively and assess learners in a reliable and varied ways; and
- be able to reflect critically on society and the discipline of science.

Method of delivery: Distance

Module code: INSC 521	Semester 2	NQF level: 6
Title: Intermediate Science II		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • have a sound subject knowledge and display a positive work ethic; • have a sound pedagogical knowledge and be able to apply it in the classroom; and • have the ability to identify learner needs and be able to support where needed. 		
Method of delivery: Distance		

Module code: ISSP 511	Semester 1	NQF level: 6
Title: Maps, Settlement and Population Geography		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • a sound knowledge of geography; • understanding diversity in the South African context in order to teach geography in a manner which includes all learners; • 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 • assessing learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in Geography. 		
Method of delivery: Distance		

Module code: ISSP 521	Semester 2	NQF level: 6
Title: 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"> • teachers must have sound subject knowledge; • teachers must know how to teach Geography and how to use the curriculum; • teachers must be able to manage their classrooms effectively; and • Teachers must have a positive work ethic and display values that befit the teaching profession. 		
Method of delivery: Distance		

Module code: NMAA 571	Year module	NQF level: 6
Title: Geometry for FET Mathematics Teaching		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and understanding of the key terms, concepts, facts, principles, rules and theories underpinning the specified domains of geometry including detailed knowledge and understanding of the key learners' conceptions encountered in these domains; • an understanding of different types of knowledge that forms the foundation of geometry, understanding of relevant theories about geometrical reasoning and the ability to identify 		

<p>and apply necessary skills to operate in the domain of geometry thinking and problem solving;</p> <ul style="list-style-type: none"> • the ability to select and apply appropriate geometrical procedures, algorithms, formulas and domain-specific problem-solving strategies, when solving geometrical problems and to extend these methods to unfamiliar problems in discipline-related and real life contexts; • the ability to select and analyse appropriate information from different sources for the purpose of selecting and/or solving discipline-related tasks and to communicate such solutions in an appropriate way with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; • the ability to present and communicate mathematical information using the mathematics register in the correct way, to use mathematical symbol language effectively and to substantiate reasoning by providing valid reasons; • the ability to contributing appropriate information and skills to successfully complete a geometry group task and to measure the success of a completed task against given criteria.
Method of delivery: Distance

Module code: NMAA 572	Year module	NQF level: 6
Title: Trigonometry, Analytical Geometry and Data Analysis for FET Mathematics Teaching		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the key concepts, procedures, representations, reasoning and problem-solving techniques of the specified mathematical domains and the conceptual progression within the domain focusing on FET mathematics; • knowledge literacy of the development of the main views and ideas of the specified domains of mathematics in order to implement and comment on policy and curriculum statements; • the ability to select and apply appropriate mathematical concepts and methods to solve mathematical problems and to extend these methods and explanations to problems in other mathematical and real-life contexts; • the ability to select appropriate information from study material and literature with the purpose of synthesising a coherent solution to a domain-related task within a specified time and to communicate the solution in an appropriate way with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism. 		
Method of delivery: Distance		

Module code: NMAA 571	Year module	NQF level: 6
Title: Algebra for FET Mathematics Teaching		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the fundamental terminology, concepts, facts, principles, and rules underpinning the domain of algebra including detailed knowledge and understanding of the key learners' conceptions encountered in this domain; • the ability to select and apply appropriate algebraic procedures, algorithms, formulas and recognise patterns, when solving equations and other algebraic problems; • the ability to model problems described in words; to use different mathematical representations and to extend these methods to unfamiliar problems in discipline-related and real-life contexts; 		

- the ability to select and analyse appropriate information from different sources for the purpose of compiling and/or solving algebraic tasks and to communicate such solutions in an appropriate way with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- the ability to effectively present and communicate mathematical information using the mathematical symbol language and conventions; the mathematics register, as well as different mathematical representations;
- an understanding that algebraic principles and procedures can be applied in the other domains of mathematics and the ability to recognise such instances;
- the ability to apply appropriate information and skills to successfully complete an individual or group task and to measure the success of a completed task against given criteria.

Method of delivery: Distance

Module code: NMAT 572	Year module	NQF level: 6
Title: Functions and Differentiation for Mathematics Teaching		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the key concepts, procedures, representations, reasoning and problem-solving techniques used in the specified mathematical domains; • knowledge literacy of the development of the main views, concepts and ideas of mathematics and the establishment of the body of knowledge for the specified domains of mathematics; • the ability to select and apply appropriate mathematical methods and systematically written explanations when solving mathematical problems and to extend these methods and explanations to problems in unfamiliar contexts; • the ability to select and analyse appropriate information from different sources for the purpose of selecting and/or solving discipline-related tasks and to communicate such solutions in an appropriate way with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism. 		
Method of delivery: Distance		