Faculty of Education

Undergraduate

Fakulteit Opvoedkunde

Voorgraads

2025 Yearbook

NWU®

YEARBOOK / *JAARBOEK* 2025

FACULTY OF EDUCATION BEd UNDERGRADUATE /

FAKULTEIT OPVOEDKUNDE BEd VOORGRAADS

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.

Alle universiteite in Suid-Afrika is volgens wet verplig om deel te neem aan 'n nasionale projek wat gedryf word deur die eksterne regulerende liggame (die Departement van Hoër Onderwys en Opleiding (DHOO), die Raad vir Hoër Onderwys (RHO) en die Suid-Afrikaanse Kwalifikasie-owerheid (SAKO)) om alle kwalifikasies in lyn te bring met die subraamwerk vir kwalifikasies vir hoër onderwys (HOKSR). Hieruit volg dat die NWU voortdurend besig is om sy kwalifikasie en programaanbieding in lyn te bring met die vereistes van die HOKSR.

Studente word aangeraai om die betrokke fakulteit te kontak om te verseker dat hulle vir die regte kwalifikasie, program en/of kurrikulum registreer en om foute en/of weglatings wat opgemerk word, aan te meld. ***Dit is die student se plig om vas te stel of hy/sy vir die regte kwalifikasie, program en/of kurrikulum registreer.*** *Die Universiteit sal nie aanspreeklik gehou word vir enige skade wat studente kan ly as gevolg van die versuim van hierdie verantwoordelikheid nie.*

NWU OFFICE BEARERS / *NWU AMPSDRAERS*

Chancellor / *Kanselier*
https://www.nwu.ac.za/content/chancellor-nwu-governance-and-management
Management structures / Bestuurstrukture
https://www.nwu.ac.za/governance-and-management/management-structures

NWU EXECUTIVE DEANS / *NWU UITVOERENDE DEKANE*

Faculty of Economics and Management / *Fakulteit Ekonomiese en Bestuurswetenskappe*:
https://commerce.nwu.ac.za/economic-and-management-sciences/executive-deans-office
Faculty of Education / *Fakulteit Opvoedkunde*:
https://education.nwu.ac.za/management/executive-deans-office
Faculty of Engineering / *Fakulteit Ingenieurswese*:
https://engineering.nwu.ac.za/faculty-management/faculty-management
Faculty of Health Sciences / *Fakulteitsgesondheidswetenskappe*:
https://health-sciences.nwu.ac.za/management/executive-deans-office
Faculty of Humanities / *Fakulteits Geesteswetenskappe*:
https://humanities.nwu.ac.za/management/executive-deans-office
Faculty of Law / *Fakulteit Regte*:
https://law.nwu.ac.za/management/executive-deans-office
Faculty of Natural and Agricultural Sciences / *Fakulteit Natuur- en Landbouwetenskappe*:
https://natural-sciences.nwu.ac.za/management/executive-deans-office
Faculty of Theology / *Fakulteit Teologie*:
https://theology.nwu.ac.za/management/executive-deans-office

Address all correspondence to:

The Registrar

North-West University Private Bag X1290 Potchefstroom

2520

Tel: (018) 299-1111/2222

Fax: (018) 299-4910

Internet: http://www.nwu.ac.za

PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

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

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

Rig alle korrespondensie aan:

Die Registrateur

Noordwes Universiteit

Privaatsak X1290

Potchefstroom

2520

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

MELD ASSEBLIEF U STUDENTE NOMMER IN ALLE KORRESPONDENSIE

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

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

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FACULTY OF EDUCATION / *FAKULTEIT OPVOEDKUNDE*

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

Besoek gerus https://education.nwu.ac.za/af vir meer inligting rakende die fakulteitsbestuur en -struktuur.

CONTACT DETAILS FOR THE FACULTY / *KONTAKBESONDERHEDE VAN DIE FAKULTEIT*

Mahikeng

- Telephone number / *Telefoonnommer*: 018 389 2214
- E-mail address / *E-pos adres* : MCEducation@nwu.ac.za

Potchefstroom

- Telephone number / *Telefoonnommer*: 018 299 1766
- E-mail address / *E-pos adres* : Edu-EnquiryPotch@nwu.ac.za

Vanderbijlpark

- Telephone number / *Telefoonnommer*: 016 910 3060
- E-mail address / *E-pos adres*: VTC-Education-Info@nwu.ac

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

CONTACT DETAILS FOR UNIT FOR DISTANCE LEARNING / *KONTAKBESONDERHEDE VAN DIE EENHEID VIR AFSTANDSLEER*

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.

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

Telephone number / *Telefoonnommer* : 018 285 5900

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

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

SCHOOLS OF THE FACULTY / *SKOLE IN DIE FAKULTEIT*

School / *Skool*	**Subject group / *Vakgroep***
School of Mathematics, Science and Technology Education / *Skool vir Wiskunde, Wetenskap- en Tegnologie-Onderwys*	• Natural Sciences Education *Natuurwetenskaponderwys* • Mathematics Education *Wiskunde-onderwys* • Technology Education *Tegnologie-onderwys* • Computer Science Education *Rekenaarwetenskaponderwys* • Geography and Environmental Education *Geografie en Omgewingsonderwys*
School of Commerce and Social Studies in Education / *Skool vir Besigheid- en Sosiale Studies in Onderwys*	• Creative Arts in Education *Skeppende Kunste in Onderwys* • History for Education *Geskiedenisonderwys* • Economic Management Science Education *Ekonomiese en Bestuurswetenskaponderwys*
School of Professional Studies in Education / *Skool vir Professionele Studies in Onderwys*	• Curriculum Studies *Kurrikulumstudies* • Education Law *Onderwysreg* • Education Management and Leadership *Onderwysbestuur en -leierskap* • Comparative and International Education *Vergelykende en Internasionale Opvoedkunde*
School of Language Education / *Skool vir Taalonderwys*	• English for Education *Engels vir Onderwys* • Afrikaans for Education *Afrikaans vir Onderwys* • African Languages for Education *Afrikatale vir Onderwys*
School for Psycho-Social Education / *Skool vir Psigososiale Onderwys*	• Early Childhood Development and Education *Vroeë Kinderontwikkeling en –Opvoeding* • Education Psychology *Opvoedkundige Sielkunde* • Learner Support *Leerderondersteuning* • Life Orientation *Lewensoriëntering* • Movement Education *Bewegingsonderwys*

QUALIFICATIONS OFFERED BY THE FACULTY / *KWALIFIKASIES AANGEBIED DEUR DIE FAKULTEIT*

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

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

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

- *Doktorsgraad in Opvoedkunde (PhD)*
- *Meestersgraad in Opvoedkunde (MEd)*
- *Honneursgraad in Opvoedkunde (BEdHons)*
- *Nagraadse Diploma in Opvoedkunde (Op Engels: PGDip)*
- *Nagraadse Onderwyssertifikaat (NGOS)*
- *Graad in Opvoedkunde (BEd)*
- *Diploma in Graad R Onderrig (Dipl Gr R)*
- *Gevorderde Diploma in Opvoedkunde (Op Engels: ADE)*
- *Gevorderde Sertifikaat in Onderrig (Op Engels: ACT)*

BEd QUALIFICATION, PROGRAMMES AND CURRICULA / BEd *KWALIFIKASIE, PROGRAMME EN KURRIKULA*

FIRST BACCALAUREUS DEGREE / *EERSTE BACCALAUREUSGRAAD*				
Qualification / *Kwalifikasie*	**Programme and code / *Program en Kode***	**Method of delivery / *Metode van aflewering***	**Campus / *Kampus***	**NQF level / *NKRV vlak***
Baccalaureus Educationis (BEd)	For information on the old BEd programmes, please refer to the 2024 BEd Undergraduate_Phasing out Yearbook: https://studies.nwu.ac.za/studies/yearbooks. / *VIr meer inligting rakende die ou BEd programme, verwys asseblief na die 2024 BEd Voorgraads_Uitfaserende Program Jaarboek: https://studies.nwu.ac.za/studies/yearbooks.*			
	Early childhood care and education / *Vroeë kinderjare sorg en opvoeding* 4FG J01	Distance / *Afstand*		7
	Foundation phase / *Grondslagfase* 4FA J01	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Foundation phase / *Grondslagfase* 4FB J01	Distance / *Afstand*		7
	Intermediate phase: **Mathematics, Science and Technology** / *Intermediêrefase:* ***Wiskunde, Wetenskap en Tegnologie*** 4FC J01	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Intermediate phase: **Mathematics, Science and Technology** / *Intermediêrefase:* ***Wiskunde, Wetenskap en Tegnologie*** 4FD J01	Distance / *Afstand* (*Only available for spesific bursary group / **Slegs beskikbaar vir spesifieke beursgroep)*		7
	Intermediate phase: **Life Skills and Social Sciences** / *Intermediêrefase:* ***Lewensvaardighede en Sosiale Wetenskappe*** 4FC J02	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Intermediate phase: **Life Skills and Social Sciences** / *Intermediêrefase:* ***Lewensvaardighede en Sosiale Wetenskappe*** 4FD J02	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Afrikaans for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Afrikaans vir Onderwys*** 4FE J01	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Afrikaans for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Afrikaans vir Onderwys*** 4FF J01	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Life Science for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Lewenswetenskappe vir Onderwys*** 4FE J02	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Information Technology for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Inligtingstegnologie vir Onderwys*** 4FE J03	Contact / *Kontak*	Potchefstroom	7
	Senior and Further Education and Training phase: **English for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Engels vir Onderwys*** 4FE J04	Contact / *Kontak*	Mahikeng Potchefstroom, Vanderbijlpark	7

	Senior and Further Education and Training phase: **English for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Engels vir Onderwys*** 4FF J04	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Economics for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Ekonomie vir Onderwys*** 4FE J05	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Economics for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Ekonomie vir Onderwys*** 4FF J05	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **History for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Geskiedenis vir Onderwys*** 4FE J06	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **History for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Geskiedenis vir Onderwys*** 4FF J06	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Geography for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Geografie vir Onderwys*** 4FE J07	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Life Orientation for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* **Lewensoriëntering vir Onderwys** 4FE J08	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Life Orientation for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Lewensoriëntering vir Onderwys*** 4FF J08	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Art for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Kuns vir Onderwys*** 4FE J09	Contact / *Kontak*	Potchefstroom	7
	Senior and Further Education and Training phase: **Art for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Kuns vir Onderwys*** 4FF J09	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Physical Sciences for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Fisiese Wetenskappe vir Onderwys*** 4FE J10	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Business Studies for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Besigheidstudies vir Onderwys*** 4FE J11	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7

	Senior and Further Education and Training phase: **Business Studies for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Besigheidstudies vir Onderwys*** 4FF J11	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Accounting for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Rekeningkunde vir Onderwys*** 4FE J12	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Accounting for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Rekeningkunde vir Onderwys*** 4FF J12	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Computer Applications Technology for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Rekenaartoepassingstegnologie vir Onderwys*** 4FE J13	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Mathematics for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Wiskunde vir Onderwys*** 4FE J14	Contact / *Kontak*	Mahikeng, Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Mathematics for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Wiskunde vir Onderwys*** 4FF J14	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Setswana (M) for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Setswana vir Onderwys (M)*** 4FE J15	Contact / *Kontak*	Mahikeng, Potchefstroom	7
	Senior and Further Education and Training phase: **Setswana (M) for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Setswana vir Onderwys (M)*** 4FF J15	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Engineering Graphics and Design for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Ingenieursgrafika en -ontwerp vir Onderwys*** 4FE J16	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Engineering Graphics and Design for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Ingenieursgrafika en -ontwerp vir Onderwys*** 4FF J16	Distance / *Afstand*		7
	Senior and Further Education and Training phase: **Mechanical Technology for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Meganiese Tegnologie vir Onderwys*** 4FE J17	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7

	Senior and Further Education and Training phase: **Civil Technology for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Siviele Tegnologie vir Onderwys*** 4FE J18	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Electrical Technology for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Elektriese Tegnologie vir Onderwys*** 4FE J19	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Mathematical Literacy for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Wiskundige Geletterdheid vir Onderwys*** 4FE J20	Contact / *Kontak*	Vanderbijlpark	7
	Senior and Further Education and Training phase: **Sesotho (M) for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Sesotho vir Onderwys (M)*** 4FE J21	Contact / *Kontak*	Potchefstroom, Vanderbijlpark	7
	Senior and Further Education and Training phase: **Sesotho (M) for Education** / *Senior en Verdere Onderwys en Opleidingsfase:* ***Sesotho vir Onderwys (M)*** 4FF J21	Distance / *Afstand*		7

EDU.1 FACULTY RULES / *FAKULTEITSREËLS*

EDU.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES (A-RULES) / *GESAG VAN DIE ALGEMENE AKADEMIESE REËLS (A-REËLS)*

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

The A-Rules are available on the webpage at: https://www.nwu.ac.za/af/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 (DoHET) and the South African Qualifications Authority (SAQA).

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

Die A-Reëls is op die web beskikbaar by: https://www.nwu.ac.za/af/gov_man/policy/index.html.

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

EDU.1.2 FACULTY-SPECIFIC RULES / *FAKULTEITSPESIFIEKE REËLS*

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/.

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

Prosedures ten opsigte van kwaliteitversekering in die Fakulteit (die Onderrig- en Leerbeleid asook Assesserings- en Modereringsbeleid) en fakulteitsreëls is op die web beskikbaar by: https://education.nwu.ac.za/faculty-education/important-information.

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

EDU.1.2.1 Admission Requirements / *Toelatingsvereistes*

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

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

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

Definitions / *Definisies*	
Contact mode of delivery / *Kontakaflewering-modus*	The presentation of the composite modules of a qualification or programme at an NWU site of delivery. This involves attendance of lectures, tutorials, seminars, practicals, supervision, or other forms of required work on an NWU campus, in order to promote personal interaction between students and NWU academic staff. The student thus attends contact opportunities on one of the three campuses of the NWU. *Die aanbieding van die saamgestelde modules van 'n kwalifikasie of program by 'n NWU-leweringspunt. Dit behels die bywoning van lesings, tutoriale, seminare, praktiese sessies, studieleiding, of ander vorms van vereiste werk op 'n NWU-kampus ten einde persoonlike interaksie tussen studente en NWU- akademiese*

	personeel te bevorder. Die student woon dus kontakgeleenthede op een van die drie kampusse van die NWU by.
Distance mode of delivery / *Afstandaflewering-modus*	The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (Refer to EDU.2 and EDU.3.1.1 for specific requirements for BEd on distance.) Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus. *Die afstandsafleweringsmodus verwys na die aanbieding van die saamgestelde modules van 'n program aan studente wat nie klasse, tutoriale of praktiese sessies bywoon, of eksamens by een van die amptelike NWU-leweringspunte skryf nie. Die interaksie met die NWU se akademiese of ondersteuningspersoneel of NWU-aangestelde fasiliteerders/tutors en die aanbieding van saamgestelde modules van 'n program word oor 'n afstand met behulp van onderrigtegnologie, verskillende vorms van korrespondensie, of die internet onderneem. Die student kan die opsie hê om fasiliteringsgeleenthede by NWU-leerondersteuningsentrums by te woon. (Verwys na EDU.2 en EDU.3.1.1 vir spesifieke vereistes op afstand vir BEd.)* *Eksplisiete DHOO en HOKK-goedkeuring van die afstandsleweringsmodus is nodig om 'n program so aan te bied.*

Contact full-time and contact part-time */ Kontak voltyds en kontak deeltyds*

NWU distinguishes between contact full-time and contact part-time delivery of certain qualifications/programmes.

Classes are presented to contact full-time students during weekdays, whereas contact part-time students who are working during the week, are accommodated on Fridays and Saturdays. In order to ensure quality delivery, provision is made in the timetable for the same amount of contact hours for the part-time contact students as for the full-time students.

Die NWU onderskei tussen kontak voltydse en kontak deeltydse aflewering van sekere kwalifikasies/programme.

Klasse aan die voltydse studente word gedurende weeksdae aangebied en die deeltydse studente wat reeds werksaam is, word oor Vrydae en Saterdae geakkommodeer. Daar word vir die kontak (deeltydse) studente dieselfde aantal kontak-ure as vir die voltydse studente in die rooster voorsiening gemaak om kwaliteit aflewering ook aan hierdie studente te verseker.

EDU.1.2.3 Annual Registration / *Jaarlikse Registrasie*

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.

BEd students (contact and distance) register for the BEd only during the first annual registration period. The modules offered are synchronised for the modes of delivery.

BEd students are advised to report to the registration officer at the Unit for Open Distance Learning (call centre) and/or to the faculty adviser before registration so that a curriculum control form can be completed in order to ensure that the student registers for the correct modules. Correctness of registration remains the personal responsibility of the student.

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.

Belangrike nota insake die jaarlikse registrasie vir studies

A-Reël 1.9.1.1: Elke student moet jaarliks in hul persoonlike hoedanigheid registreer deur middel van 'n elektroniese registrasieproses vir die leerkomponente wat vir die spesifieke studiejaar voorgeskryf word, ooreenkomstig die fakulteitsreëls wat op die betrokke kwalifikasie, program en module(s) van toepassing is.).

BEd-studente (kontak en afstand): registreer slegs vir die BEd gedurende die eerste jaarlikse registrasietydperk. Die modules is gesinchroniseer vir die aanbiedingsmodusse.

BEd-studente word aangeraai om by die registrasiebeampte van die Eenheid vir Oop Afstandsleer (inbelsentrum) aan te meld en/of by die Fakulteitsraadgewer, sodat 'n kurrikulumkontrolevorm voltooi kan word om te verseker dat die student vir die korrekte modules registreer. Die student alleenlik word verantwoordelik gehou vir korrekte registrasie.

Fakulteitsreël: *'n Geregistreerde (kontak- of afstand) student van die fakulteit moet aktief deelneem aan die onderrig-, leer- en assesseringsaktiwiteite van elke module waarvoor sodanige student geregistreer is soos aangedui in die betrokke MOD om as 'n ingeskrewe student van die fakulteit geag te word.*

Studente moet voldoen aan die voorgeskrewe kurrikulum in 'n spesifieke jaar soos uiteengesit in die fakulteitsjaarboek, anders sal hulle nie aan die vorderingsreëls soos uiteengesit in A-reël 1.16 kan voldoen nie.

EDU.1.2.4 Amendment, Cancellation or Discontinuation Regarding Registration of Studies / *Wysiging, Kansellasie of Staking ten opsigte van Registrasie van Studies*

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.**Faculty rule:**

For the first semester, BEd and PGCE students should comply with the period indicated for the purpose of amending, cancelling or discontinuing registration on the annual university calendar.

For the second semester, the students are still busy with teaching practice during this period and the system should be kept open for at least one additional week after the teaching practice period end date.

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

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

A-Reël 1.9.4.1: Onderhewig aan die toepaslike fakulteitsreëls en die toepaslike bepalings rakende betaalbare gelde, kan 'n student via die studenteportaal en binne die tydperk wat vir daardie doel op die jaarlikse universiteitskalender aangedui word, aansoek doen om registrasie te wysig, kanselleer of staak.

Fakulteitsreël:

Vir die eerste semester moet BEd- en NGOS-studente voldoen aan die tydperk wat aangedui is vir die doel om registrasie op die jaarlikse universiteitskalender te wysig, te kanselleer of te staak.

Vir die tweede semester is die studente steeds besig met onderwyspraktyk gedurende hierdie tydperk en die stelsel moet vir ten minste een addisionele week na die onderwyspraktykperiode se einddatum oop gehou word.

Indien hierdie datums nie nagekom word nie, is die volle onderrig vir die semester betaalbaar.

Indien studente hul studies kanselleer, is alle beurse en/of lenings onmiddellik terugbetaalbaar.

EDU.1.2.5 Exemption from practical work or class attendance in a module / *Vrystelling van praktiese werk of klasbywoning in 'n 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.

Faculty rule: 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.

A-Reël 1.11.2: Die toekenning van vrystelling ingevolge Reël 1.11.1 en Reël 1.11.4 is onderhewig aan relevante fakulteitsreëls en is slegs geldig vir die jaar wat volg op die jaar waarin die student die module gedruip het.

Fakulteitsreël*: Studente moet via die studenteportaal aansoek doen om vrystelling van klasse of 'n praktiese komponent vir oorweging en goedkeuring deur die uitvoerende dekaan op aanbeveling van die programleier in oorleg met die akademiese direkteur waar die module ressorteer. Studente moes aan modulevereistes van minstens 80% betrokkenheid voldoen het om vir die vrystelling te kwalifiseer.*

EDU.1.2.6 Modules and Credits / *Modules en Krediete*

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

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

2) Each module has a code and a descriptive name, e.g. ACCE 122 – Accounting for Education, first year level, second semester.

   Elke module het 'n kode en 'n beskrywende naam, byvoorbeeld ACCE 122 – Onderwysrekeningkunde, eerste jaar, tweede semester.

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

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

4) Each module is to be passed individually.

Elke module moet afsonderlik geslaag word.

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

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

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

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

EDU.1.2.7 Additional Modules / *Addisionele Modules*

A first year student may apply to the executive dean concerned via the student portal to be allowed to register for one additional module per semester (A-Rule 2.3.1). A student who registers for the second, third or fourth year level may apply via the student portal to be allowed to register for a maximum of two additional modules per semester or two additional year modules, or one semester and one year module (32 credits per semester) on condition that he/she has thus far passed the prescribed modules of the curriculum (A-Rule 2.3.2). Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

'n Eerstejaarstudent mag aansoek doen by die betrokke uitvoerende dekaan via die studenteportaal om te mag registreer vir een addisionele module per semester registreer (A-Reël 2.3.1). 'n Student wat vir die tweede, derde of vierde jaarvlak registreer mag aansoek doen via die studenteportaal om te mag registreer vir 'n maksimum van twee addisionele modules per semester of twee addisionele jaarmodules, of een semester- en een jaarmodule (32 krediete per semester) registreer, mits hy / sy tot dusver die voorgeskrewe modules van die kurrikulum (A-Reël 2.3.2) geslaag het. Klasse moet bygewoon word en geen vrystelling van klasbywoning sal toegestaan word in geval van roosterbotsings nie.

EDU.1.2.8 Admission to Examinations / Toelating tot Eksamens

A-Rule 1.12.2.1: Subject to 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 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 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.

A-Reël 1.12.2.1: Onderhewig aan Reël 1.12.2.3 word van 'n student vereis om 'n moduledeelnamepunt van minstens veertig persent (40%) te behaal en aan toepaslike statutêre vereistes te voldoen om tot die eksamen in die betrokke module toegelaat te word.

A-Reël 1.12.2.2: Onderhewig aan Reël 1.12.2.3 gee 'n voldoende moduledeelnamepunt toegang tot nie meer as twee opeenvolgende eksamengeleenthede wat geskeduleer is binne die tydperk wat die universiteit jaarliks bepaal vir die uitvoering van alle assesseringsaktiwiteite in die betrokke akademiese jaar.

A-Reël 1.12.2.3: Modules waar geen deelnamepunt vereis word nie of waar 'n alternatiewe deelnamebewys gelewer moet word vir toelating tot die eksamen, moet ooreenkomstig Reël 1.12.1.3 gepubliseer word.

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

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

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

The subminimum for examinations in all modules that make use of examinations is 40% except where a higher subminimum is provided for in faculty rules (A-Rule 1.12.3.1.1).

Faculty Rule: The faculty has no higher sub-minimum for coursework modules.

Die subminimum vir eksamens in alle modules wat van eksamens gebruik maak is 40% tensy daar voorsiening gemaak word vir 'n hoër subminimum in die fakulteitsreëls (A-Reël 1.12.3.1.1).

Fakulteisreël: *Die fakulteit het geen hoër subminimum vir programmodules nie.*

EDU.1.2.10 Traditional Examination- and Continuous Assessment Opportunities / *Tradisionele Eksamen- en Deurlopende Assesseringsgeleenthede*

Number of examination opportunities in the traditional assessment practice

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.

Final additional examination or assessment

<u>For modules taken in the traditional assessment practice:</u>

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.

<u>For modules taken in the continuous-assessment practice–</u>

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 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.

Aantal eksamengeleenthede in die tradisionele assesseringspraktyk

A-Reël 2.6.3.1: 'n Student wat vir 'n voorgraadse module geregistreer is, is geregtig om twee opeenvolgende geleenthede per module te gebruik om die eksamen af te lê binne die eksamenroosters soos uiteengesit in die jaarlikse universiteitskalender

A-Reël 2.6.3.2: Fakulteitsreëls kan spesifieke modules van 'n tweede eksamengeleentheid uitsluit.

Fakulteitsreël: Geen modules uitgesluit van tweede-eksamengeleentheid in die fakulteit nie.

A-Reël 2.6.3.3: 'n Student mag die eksamen tydens óf die eerste óf die tweede eksamengeleentheid skryf, met dien verstande dat al die eksamenvraestelle vir 'n module tydens dieselfde eksamengeleentheid geskryf moet word.

A-Reël 2.6.3.4: 'n Student wat verkies om die eksamen tydens die tweede eksamengeleentheid af te lê, kan verplig wees om 'n voorgeskrewe fooi te betaal.

A-Reël 2.6.3.5: 'n Student wat die eksamen in 'n module tydens die eerste eksamengeleentheid slaag en die modulepunt wat behaal is wil verbeter, mag aan die tweede eksamengeleentheid deelneem, maar die punt wat in die tweede eksamengeleentheid behaal word, moet toegeken word as die finale punt vir die module al is dit laer as die punt wat in die eerste geleentheid behaal is.

A-Reël 2.6.3.6: 'n Student wat tydens die tweede eksamengeleentheid vir die eerste keer 'n eksamen aflê en druip, is nie geregtig op 'n bykomende eksamengeleentheid nie.

A-Reël 2.6.3.7: Waar 'n student kies om van die tweede eksamengeleentheid gebruik te maak nadat hy die eksamen in 'n module tydens die eerste eksamengeleentheid gedruip het, word die punt behaal in die tweede eksamengeleentheid gebruik met die oorspronklike deelnamepunt waar van toepassing vir die berekening van die finale modulepunt

Aantal assesseringsgeleenthede in die deurlopende assesseringspraktyk

A-Reël 2.6.4.1: 'n Student moet ten minste tagtig persent (80%) van die voorgeskrewe deurlopende assesseringstake indien.

A-Reël 2.6.4.2: Vir elke voorgeskrewe assesseringstaak kan die betrokke dosent, na terugvoering, die studente 'n enkele geleentheid gun om 'n herindiening van die betrokke taak te maak om verbeterde prestasie te demonstreer, in welke geval die punte behaal in die tweede voorlegging is die finale punt.

Finale addisionele eksamen of assessering

<u>Vir modules geneem in die tradisionele assesseringspraktyk:</u>

A-Reël 1.12.7.1.1: 'n Student wat, nadat hy een of albei eksamengeleenthede gebruik het wat in die reëls met betrekking tot die onderskeie kwalifikasietipes en -vlakke voorsiening gemaak het, alle gedoseerde modules geslaag het behalwe een wat vereis word vir die voltooiing van 'n program wat lei tot 'n kwalifikasie, kan kwalifiseer vir 'n finale addisionele assesseringsgeleentheid in die uitstaande module, met dien verstande dat –

A-Reël 1.12.7.1.1.1.1: die student is geregistreer vir die module in die vorige semester waarin dit aangebied is waartydens aan al die ander vereistes vir die verwerwing van die kwalifikasie voldoen is;

A-Reël 1.12.7.1.1.1.2: die student het 'n veertig persent (40%) deelnamepunt in die module vir toelating tot die eksamen behaal; en

A-Reël 1.12.7.1.1.1.3: die student sit vir die finale assessering vir die toepaslike module in die volgende eksamen- of assesseringstydperk wat in die universiteitskalender geskeduleer is.

A-Reël 1.12.7.1.2: Die student moet die vereiste toepaslike fooi vir die finale addisionele assesseringsgeleentheid betaal, maar word nie verplig om vir die betrokke kwalifikasie of program te herregistreer nie.

A-Reël 1.12.7.1.3: Die maksimum punt wat behaal kan word vir 'n module wat geëksamineer of geassesseer word in 'n konsessie-eksamen of assessering, is vyftig persent (50%).

A-Reël 1.12.7.1.4: Die deelnamepunt word nie in ag geneem vir die toekenning van die modulepunt in 'n konsessie-eksamen of assessering nie.

<u>Vir modules geneem in die deurlopende assesseringspraktyk–</u>

A-Reël 1.12.7.2.1: 'n student wat, nadat hy alle assesseringstake voltooi het wat vereis word vir die voltooiing van 'n kwalifikasie of program waarvoor voorsiening gemaak word in die reëls met betrekking tot die onderskeie kwalifikasietipes en -vlakke behalwe een, en wat minstens 40 % gemiddeld vir die take, kan kwalifiseer vir 'n finale addisionele assesseringsgeleentheid, mits die student die finale addisionele assessering vir die toepaslike module betyds voltooi voor die geskeduleerde assesseringsgeleentheid bedoel in Reël 1.12.7.1.1;

A-Reël 1.12.7.2.2: die maksimum punt wat behaal kan word vir 'n module wat geëksamineer of geassesseer word in 'n konsessie-eksamen of assessering, is vyftig persent (50%);

A-Reël 1.12.7.2.3: die punte behaal ten opsigte van die assesseringstake word nie in ag geneem vir die toekenning van die modulepunt in 'n konsessie-eksamen nie, en

A-Reël 1.12.7.4: 'n student wie se enigste uitstaande module vir die voltooiing van 'n kwalifikasie of program op 'n statutêre liggaamsvereiste gebaseer is, kan kwalifiseer vir 'n bykomende assesseringsgeleentheid om vaardigheid van sodanige vereistes te demonstreer. Die assessering moet voltooi word onder dieselfde regulatoriese voorwaardes as gestel in die aanvanklike assessering en moet voltooi word teen 'n datum wat in die jaarlikse universiteitskalender bepaal word.

EDU.1.2.11 Pass Requirements / *Slaagvereistes*

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.

<u>Faculty complies with A-rule 1.12.3.1.1 and no higher sub-minimum is set.</u>

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. Adjustment of the module mark for a first semester module in which an examination was written but not passed may be considered according to the stipulations of A-Rule 2.6.2.

A-Rule 2.7.2 stipulates the requirements for passing a module/curriculum/qualification with distinction. In order to complete the BEd degree with distinction, the weighted average obtained for the Specialisation modules (subjects) and Education modules, over the course of the BEd qualification is taken into account.

Any student who fails a module must repeat the module in order to obtain a new participation mark (according to A-Rule 1.12.4.1). Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

In accordance with A-Rule 2.3.4. A student who failed modules that form part of the formal curriculum of a qualification or programme may not in the following year of study register for additional modules, neither from the same qualification or programme, nor from another qualification or programme before the failed modules have been passed. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

In reference to A-Rule 2.4.2, the faculty rules provide that BEd students, who have not passed all of the prescribed modules of the curriculum for a specific year, should register for the outstanding modules in accordance with A-rule 1.8 in the following year taking into consideration the various timetables. BEd students, in their final year of study, who have not passed all of the preceding modules of the curriculum are allowed to register for any outstanding first-year modules provided that: (i) the executive dean approves the request submitted via the student portal; (ii) the outstanding modules do not exceed 32 credits per semester (to comply with A-rule 1.8); and (iii) that all prerequisites have been adhered to (to comply with A-rule 10.7).

A pass is obtained for a curriculum once all the modules of the programme have been passed individually (A-Rule 2.7.1).

BELANGRIKE NOTA: VOLGENS A-REËLS 1.12.1.1 – 1.12.1.3 SAL DIE METODE WAARVOLGENS DIE FINALE MODULEPUNT BEREKEN WORD OP DIE RELEVANTE PLATFORMS GEPLAAS WORD WANNEER DIE ONDERRIG VAN DIE MODULE BEGIN. VIR MODULES WAT IN DIE TRADISIONELE ASSESSERINGPRAKTYK AANGEBIED WORD, IS DIE MODULEPUNT VIR ALLE MODULES GEBASEER OP 'N KOMBINASIE VAN 'N MODULE DEELNAMEPUNT EN 'N EKSAMENPUNT IN 'N VOORAFBEPAALDE VERHOUDING. IN DIE GEVAL VAN DEURLOPENDE ASSESSERING MODULES, IS DIE MODULEPUNT GEBASEER OP DIE GEWEEGDE GEMIDDELDE VAN DIE ASSESSERINGS VIR DIE MODULE, SOOS VOORGESKRYF VOLGENS DIE GEWIGTE WAT AAN DIE VERSKILLENDE ASSESSERINGSTAKE TOEGEKEN IS.

Vereistes vir die slaag van 'n module word onder A-Reël 1.12.3 gestel.

A-Reël 1.12.3.1. Vereistes om 'n module te slaag wat in die tradisionele assesseringspraktyk aangebied word:

A-Reël 1.12.3.1.1. Die subminimum vir eksamens in alle gedoseerde modules is veertig persent (40%) behalwe waar 'n hoër subminimum in die toepaslike fakulteitsreëls gestel word.

<u>Fakulteit voldoen aan A-reël 1.12.3.1.1 en geen hoër subminimum word gestel nie.</u>

A-Reël 1.12.3.1.2. 'n Student slaag 'n gedoseerde module indien 'n finale modulepunt van minstens vyftig persent (50%) en/of toepaslike statutêre vereistes behaal word, met inagneming van die bepalings rakende die eksamensubminimum en die verhouding tussen die moduledeelname en eksamenpunt soos gepubliseer in ooreenstemming met Reël 1.12.1.3.

A-Reël 1.12.3.1.3. 'n Finale punt van minstens vyftig persent (50%) word vereis om 'n navorsingsmodule te slaag.

A-Reël 1.12.3.2. Vereistes om 'n module te slaag wat in die deurlopende assesseringspraktyk aangebied word:

A-Reël 1.12.3.2.1. In gevalle waar 'n module op grond van deurlopende assessering geassesseer word, word die finale modulepunt gebaseer op die gewig wat aan die assesseringstake toegeken word soos deur die betrokke fakulteitsraad goedgekeur.

A-Reël 1.12.3.2.2. 'n Minimum van vier assesseringstake per module moet uitgevoer word, waarvan een 'n tematies-gegroepeerde assesseringstaak kan wees waarvoor die gekombineerde assesseringspunt nie twintig persent (20%) van die modulepunt mag oorskry nie.

A-Reël 1.12.3.2.3. Die maksimum gewig van enige assesseringstaak mag nie dertig persent (30%) van die totale gewig van die modulepunt oorskry nie.

A-Reël 1.12.3.2.4. 'n Student moet 'n geweegde gemiddelde van minstens vyftig persent (50%) en die vereiste toepaslike statutêre liggaamsvereistes behaal om die module te slaag. Aanpassing van die modulepunt vir 'n eerste semester module waarin 'n eksamen geskryf is maar nie geslaag is nie, mag oorweeg word ooreenkomstig die bepalings van A-Reël 2.6.2.

A-Reël 2.7.2 bepaal die vereistes vir die slaag van 'n module / kurrikulum / kwalifikasie met lof. Ten einde die BEd graad met lof te voltooi, word die geweegde gemiddelde van die Spesialiseringsmodules (-vakke) en Opvoedkundemodules, soos verwerf deur die verloop van die BEd-kwalifikasie, in berekening gebring.

Enige student wat 'n module druip, moet die module herhaal om 'n nuwe deelnamepunt te verwerf (volgens A-Reël 1.12.4.1). Klasse moet bygewoon word en geen vrystelling van klasbywoning sal toegestaan word in geval van roosterbotsings nie.

In ooreenstemming met A-reël 2.3.4. 'n Student wat modules gedruip het wat deel vorm van die formele kurrikulum van 'n kwalifikasie of program mag nie in die daaropvolgende studiejaar vir bykomende modules registreer nie, nóg uit dieselfde kwalifikasie of program, nóg uit 'n ander kwalifikasie of program voordat die gedruipde modules geslaag het. Klasse moet bygewoon word en geen vrystelling van klasbywoning sal toegestaan word in geval van roosterbotsings nie.

Met verwysing na A-Reël 2.4.2 bepaal die fakulteitsreëls dat BEd-studente wat nie al die voorgeskrewe modules van die kurrikulum vir 'n spesifieke jaar geslaag het nie, moet ooreenkomstig A-reël 1.8 in die daaropvolgende jaar vir die uitstaande modules registreer met inagneming van die verskillende roosters. BEd-studente, in hul finale studiejaar, wat nie al die voorafgaande modules van die kurrikulum geslaag het nie, word toegelaat om vir enige uitstaande eerstejaarmodules te registreer mits: (i) die uitvoerende dekaan die versoek goedkeur wat via die studenteportaal ingedien word. ; (ii) die uitstaande modules nie 32 krediete per semester oorskry nie (om aan A-reël 1.8 te voldoen); en (iii) dat alle voorvereistes nagekom is (om te voldoen aan A-reël 10.7).

'n Slaag word verwerf vir 'n kurrikulum sodra al die modules van die program afsonderlik geslaag is (A-Reël 2.7.1).

EDU.1.2.12 Progression Requirements / *Vorderingsvereistes*

The stipulations in A-Rule 1.15 and all the subparagraphs apply.

Where a certain module is set to be assumed learning for a module in another semester or year level (refer to Prerequisites in EDU 3.2 List of Modules), a participation mark of at least 40%, and in some instances a module mark of at least 50%, should be obtained before the student can register for the successive module (A-Rule 1.7.1).

Die bepalings in A-Reël 1.15 en al die subparagrawe is van toepassing.

Waar 'n bepaalde module gestel word as veronderstelde leer vir 'n module op 'n ander semester of jaarvlak (verwys na Voorvereistes in EDU 3.2 Modulelys), moet 'n deelnamepunt van minstens 40% en in sommige gevalle 'n modulepunt van minstens 50 %, behaal word voordat die student vir die opeenvolgende module (A-Reël 1.7.1) kan registreer.

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

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with A-Rule 1.12.4.1 and 2.3.4.

Indien 'n student 'n eksamen in 'n spesifieke module druip, moet hy/sy die module herhaal ooreenkomstig A-Reëls 1.12.4.1 en 2.3.4.

EDU.1.2.14 Access to Marked Examination Work / *Toegang tot Gemerkte Eksamenwerk*

The stipulations in A-Rules 1.12.8 and all the subparagraphs apply.

Die bepalings in A-Reëls 1.12.8 en al die subparagrawe is van toepassing.

EDU.1.2.15 Monitoring of Academic Performance / *Kontrolering van Akademiese Prestasie*

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.

In ooreenstemming met A-Reëls 1.14.1 – 1.14.3, word 'n student geag om onbevredigende akademiese vordering te hê, indien hy/sy minder as die helfte van die krediete wat vir die betrokke program vereis word, soos voorgeskryf in die betrokke kurrikulums vir die metode van aflewering (kontak of afstand) en bywoningsmodus (voltyds of deeltyds) behaal. 'n Student wie se akademiese prestasie as onbevredigend geag word, kan 'n skriftelike waarskuwing vanaf die betrokke uitvoerende dekaan ontvang.

EDU.1.2.16 Extension of Period of Study / *Verlenging van Studietydperk*

Refer to A-rule 1.16.

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

A-Reël 1.16 verwys.

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

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

A student's studies may be terminated in accordance with the stipulations of A-Rule 1.17. 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.

'n Student se studie kan beëindig word ooreenkomstig die bepalings van A-Reël 1.17. In ooreenstemming met A-Reël 1.17.8, mag 'n student wie se studie beëindig is, aansoek doen vir toelating tot 'n ander studieprogram, maar moet in die loop van die aansoek die beëindiging vermeld.

EDU.1.3 EVALUATION OF ACADEMIC LITERACY / *EVALUERING VAN AKADEMIESE GELETTERDHEID*

All undergraduate students who register at the North-West University for the first time are required to register for a module / modules in academic literacy. They have to pass this module / these modules before they can graduate.

A. TESTING

Students have to write a compulsory proficiency test in academic literacy, at a time and place determined by the University, to determine their ability to function within the academic environment. The purpose of this test is to identify students who, due to inadequate academic literacy skills, may not complete their study programme within the stipulated period in order to empower them with the necessary knowledge and skills.

Students have the option of writing the compulsory skills test in either English or Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students who are regarded as borderline cases, will be granted a second opportunity to write the test. It is the student's responsibility to check and verify his/her result within 14 days of writing the test and to register for the correct module in the correct semester (see below).

B. MODULE(S)

Academic Literacy Development (ALDE111) / Ontwikkeling van Akademiese Geletterdheid (ALDA111)

Students who are identified as at-risk by the test, must register for the module ALDE111 [English] or ALDA111 [Afrikaans], depending on the language in which the compulsory test was written.

i. Level and credits

This module is on NQF level 5 and worth 12 credits (additional credits).

ii. Composition of module and calculation of module marks

ALDE111 / ALDA111 comprises one component only, which includes two periods per week. Class attendance is compulsory. The module is only presented in Semester 1.

Module assessment details are published on the relevant platforms when the teaching of the module begins.

Note that for conditional admission to ALDE122 / ALDA122, a student who is required to follow ALDE111 / ALDA111 should obtain a module mark of 40% minimum for ALDE111 / ALDA111.

iii. Important additional information

Specific faculty rules in terms of termination of studies might apply if a student fails ALDE111 / ALDA111.

Students who have already successfully completed a module similar to ALDE111 / ALDA111 at another tertiary institution and can provide proof of this, may apply in writing on the prescribed form for formal recognition for the module. This application should be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are of the same value (12), and where content is comparable.

iv. Language and mode of delivery

ALDE111 is presented in English and ALDA111 in Afrikaans. The module is presented in both contact and open distance learning mode. Note that only students who are formally registered for open distance learning may follow the module in this mode. Moreover, open distance learning is presented in English only.

v. Outcomes

On completion of this module students should be able to:

- bridge the divide between secondary school and university education;
- access academic information effectively in order to understand academic texts;
- process academic information successfully; and
- produce academic information responsibly and appropriately.

Academic Literacy Development (ALDE122) / Ontwikkeling van Akademiese Geletterdheid (ALDA122)

All students, regardless of the result obtained for the compulsory proficiency test in academic literacy, must register for the module ALDE122 [English] / ALDA122 [Afrikaans]. Students with English as their language of teaching and learning, register in all cases for ALDE122 in Semester 2. Students with Afrikaans as their language of teaching and learning, register in all cases for ALDA122 in Semester 2.

i. Level and credits

This module is on NQF level 5 and worth 12 credits. Note that it is calculated in terms of curriculum credits. It thus carries a weight of 12 credits in the first-year curriculum.

ii. Composition of module and calculation of module marks

For admission to the module ALDE122 / ALDA122, a student required to take ALDE111 / ALDA111, must first pass this module. In all other cases students have immediate access to ALDE122 [Semester 2] / ALDA122 [Semester 2].

Students who did not pass the module ALDE111 / ALDA111, but were conditionally allowed to take ALDE122/ ALDA 122 and passed the module, may have their result for ALDE111/ ALDA111 condoned to a pass by the entity concerned with Academic Literacy.

The module ALDE122 / ALDA122 comprises two compulsory components: an Academic Literacy component and a Computer and Information Literacy component. For the academic literacy component, class attendance of two periods per week is compulsory. Computer and Information Literacy requires that students learn autonomously, but they will have access to contact sessions if they wish to make use of them. A student must pass both components to pass the module.

Module assessment details are published on the relevant platforms when the teaching of the module begins.

iii. Important additional information

Specific faculty rules in terms of termination of studies might apply if a student fails ALDE122 / ALDA122.

Students who have already successfully completed a similar module to ALDE122 / ALDA122 at another institution and can provide proof of this, may apply in writing on the prescribed form for formal recognition of the module. This application should be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are the same value (12), and where content is comparable.

iv. Language and mode of delivery

ALDE122 is presented in English and ALDA122 in Afrikaans. The module is presented in both the contact and open distance learning mode. Note that only students who are formally registered for open distance learning may follow the module in this mode. Moreover, open distance learning is presented in English only.

v. Outcomes

On completion of this module students should be able to:

- successfully become part of the academic learning community and participate in this community;
- access information in a responsible and ethical way in order to write an academic text;
- process information strategically in order to write an academic text;
- produce an academic text; and
- demonstrate a fundamental level of computer and information literacy.

Alle voorgraadse studente wat vir die eerste keer aan die Noordwes Universiteit registreer, is verplig om vir 'n module / modules in akademiese geletterdheid te registreer. Hulle moet dit slaag, alvorens hulle kan gradueer.

A. TOETSING

Studente moet 'n verpligte vaardigheidstoets in akademiese geletterdheid skryf op 'n gegewe tyd en plek, soos deur die Universiteit bepaal. Die doel van die toets is om studente te identifiseer wat, a.g.v. onvoldoende vaardighede in akademiese gletterdheid die risiko loop om hulle studieprogram nie suksesvol te voltooi binne die toegelate tydperk nie, sodat hulle met die nodige kennis en vaardighede bemagtig kan word.

Studente besluit self of hulle die verpligte vaardigheidstoets in Afrikaans of in Engels wil aflê. Met die uitsondering van studente wat deur die toets as grensgevalle uitgewys word, kry elke student slegs een geleentheid om die toets af te lê. Studente wat as grensgevalle beskou word, kry 'n tweede geleentheid. Dit is die student se verantwoordelikheid om hom-/haarself binne 14 dae na aflegging van die toets van sy/haar uitslag te vergewis en vir die korrekte module in die korrekte semester te registreer (sien hieronder).

B. MODULE(S)

Ontwikkeling van Akademiese Geletterdheid (ALDA111) / Academic Literacy Development (ALDE111)

Studente wat deur die toets as risikogevalle geïdentifiseer word, moet vir die module ALDA111 [Afrikaans] óf ALDE111 [Engels] registreer, afhangende van die taal waarin hulle die verpligte vaardigheidstoets afgelê het.

i. Vlak en krediete

Hierdie module is op NKR-vlak 5 en het 'n waarde van 12 krediete (addisionele krediete).

ii. Samestelling van module en punteberekening

ALDA111 / ALDE111 bestaan uit slegs een komponent wat minstens twee periodes per week behels en klasbywoning is verpligtend. Die module word slegs in Semester 1 aangebied.

Module assesseringsbesonderhede word op die relevante platforms gepubliseer wanneer die onderrig van die module begin.

Let wel: Vir voorwaardelike toelating tot die module ALDA122 / ALDE122 moet 'n student wat verplig is om eers ALDA111 / ALDE111 te volg, 'n modulepunt van minstens 40% in ALDA111 / ALDE111 verwerf.

iii. Belangrike addisionele inligting

Spesifieke fakulteitsreëls i.t.v. terminering van studies kan van toepassing wees indien 'n student ALDA111 / ALDE111 nie slaag nie.

Studente wat reeds 'n module soortgelyk aan ALDA111 / ALDE111 suksesvol aan 'n ander tersiêre instelling voltooi het en bewys daarvan kan lewer, kan skriftelik op die voorgeskrewe vorm by die betrokke entiteit verantwoordelik vir Akademiese Geletterdheid om erkenning aansoek doen. Erkenning word slegs toegestaan in gevalle waar die modules op dieselfde NKR-vlak is (NKR5), die kredietwaarde minstens dieselfde is (12) en die inhoude vergelykbaar is.

iv. Taal en modus van aanbieding

ALDA111 word in Afrikaans aangebied en ALDE111 in Engels. Die module word in beide kontak- en afstandsmodusse aangebied, maar let daarop dat slegs studente wat formeel vir afstandsonderrig geregistreer is, dit in die afstandsmodus mag volg. Afstandsmodules word verder slegs in Engels aangebied.

v. Uitkomste

By afhandeling van hierdie module behoort die student in staat te wees om:

- *die gaping tussen hoërskool en universiteit te oorbrug;*
- *op effektiewe wyse toegang tot akademiese inligting te verkry met die doel om akademiese tekste te verstaan;*
- *akademiese inligting suksesvol te prosesseer; en*
- *akademiese inligting gepas en verantwoordelik te produseer.*

Ontwikkeling van Akademiese Geletterdheid (ALDA122) / Academic Literacy Development (ALDE122)

Alle studente, ongeag die uitslag van die verpligte vaardigheidstoets in akademiese geletterdheid, moet die module ALDA122 [Afrikaans] / ALDE122 [Engels] neem. Studente met Afrikaans as onderrigtaal, registreer in alle gevalle vir ALDA122 in Semester 2. Studente met Engels as onderrigtaal, registreer in alle gevalle vir ALDE122 in Semester 2.

i. Vlak en krediete

Hierdie module is op NKR-vlak 5 en het 'n waarde van 12 krediete. Let daarop dat dit wel vir kredietdoeleindes van die kurrikulum in berekening gebring word. Krediete hiermee verdien, dra dus 'n gewig van 12 krediete in die eerstejaarskurrikulum.

ii. Samestelling van module en punteberekening

Vir toelating tot die module ALDA122 / ALDE122 moet 'n student wat verplig is om eers ALDA111 / ALDE111 te neem, laasgenoemde slaag. In alle ander gevalle het studente onmiddellik toegang tot ALDA122 [Semester 2] / ALDE122 [Semester 2].

Studente wat nie die module ALDA111 / ALDE111 geslaag het nie, maar wel voorwaardelik tot ALDA122 / ALDE122 toegelaat is en die module geslaag het, se uitslag van ALDA111 / ALDE111 kan deur die betrokke entiteit verantwoordelik vir Akademiese Geletterdheid tot 'n slaagpunt gekondoneer word.

Die module ALDA122 / ALDE122 bestaan uit twee verpligte komponente: Akademiese Geletterdheid en Rekenaar- en Inligtingsvaardighede. Akademiese Geletterdheid behels twee lesings per week en klasbywoning is verpligtend. Rekenaar- en Inligtingsvaardighede word op outonome wyse bemeester, maar daar is ook verskeie geleenthede vir kontaksessies tot studente se beskikking indien hul daarvan gebruik wil maak. Altwee die komponente moet geslaag word om die module te kan slaag.

Module assesseringsbesonderhede word op die relevante platforms gepubliseer wanneer die onderrig van die module begin.

iii. Belangrike addisionele inligting

Spesifieke fakulteitsreëls i.t.v. terminering van studies kan van toepassing wees indien 'n student ALDA122 / ALDE122 nie slaag nie.

Studente wat reeds 'n module soortgelyk aan ALDA122 / ALDE122 suksesvol aan 'n ander tersiêre instelling voltooi het en bewys daarvan kan lewer, kan skriftelik op die voorgeskrewe vorm by die betrokke entiteit verantwoordelik vir Akademiese Geletterdheid om erkenning aansoek doen. Erkenning word slegs toegestaan in gevalle waar die modules op dieselfde NKR-vlak is (NKR5), die kredietwaarde minstens dieselfde is (12) en die inhoude vergelykbaar is.

iv. Taal en modus van aanbieding

ALDA122 word in Afrikaans aangebied en ALDE122 in Engels. Die module word in beide kontak- en afstandsmodusse aangebied, maar let daarop dat slegs studente wat formeel vir afstandsonderrig geregistreer is, dit in die afstandsmodus mag volg. Afstandsmodules word verder slegs in Engels aangebied.

v. Uitkomste

By afhandeling van hierdie module behoort die student in staat te wees om:

- *suksesvol in te skakel by die akademiese leeromgewing en daaraan deel te neem;*
- *op eties-verantwoordelike wyse te soek vir inligting wat nodig is vir die skryf van 'n akademiese teks;*
- *inligting op 'n strategiese manier te verwerk met die doel om 'n akademiese teks te kan skryf;*
- *'n akademiese teks te produseer; en*
- *'n fundamentele vlak van rekenaar- en inligtingsgeletterdheid te demonstreer.*

EDU.1.4 WARNING AGAINST ACADEMIC MISCONDUCT AND PLAGIARISM / *WAARSKUWING TEEN AKADEMIESE WANGEDRAG EN PLAGIAAT*

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:

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.

*Opdragte is individuele take en nie groepaktiwiteite nie (tensy uitdruklik aangedui as groepaktiwiteite). Raadpleeg die **NWU-beleid** rakende **Akademiese Integriteit** deur middel van die aangeduide skakel onder **Beleide oor Algemene Bestuursprosesse**: https://www.nwu.ac.za/governance-and-management/academic-policies.*

*Studente moet let op die volgende uittreksels uit die NWU-beleid rakende **AKADEMIESE WANGEDRAG**:*

Akademiese wangedrag Dit verteenwoordig gedrag wat bestaan uit 'n daad van bedrog – insluitend die volgende gevalle van misleiding deur 'n student:	
1.1	Die verkryging van inligting, insluitend kopiëring met die doel om punte te verbeter, deur gebruik te maak van aantekeninge, elektroniese toestelle of ander vorms van hulp tydens eksamensessies waar dit deur eksamineringsprosedures verbied is.
1.2	Medestudente help met die assessering (formatief en summatief) of hulp van medestudente ontvang met betrekking tot wegneem assessering waar samewerking deur die betrokke assesseringsprosedures verbied is.

1.3	Die skryf van enige assessering namens 'n ander student of ʼn versoek aan 'n medestudent om 'n assessering namens jouself af te lê.
1.4	Die inbring van ongemagtigde materiaal in 'n assesseringslokaal.
1.5	Die wederregtelike neem van assesseringsmateriaal of ontwrigtende gedrag tydens 'n assesseringsessie.
1.6	Die ongemagtige indiening van dieselfde akademiese inhoud vir verskillende modules of akademiese programme.
1.7	Die publikasie, oplaai of beskikbaarstelling van materiaal waarvan die NWU outeursreg het, sonder die vereiste magtiging.
1.8	Die fabrisering van fiktiewe navorsingsdata en/of resultate.
1.9	Die daarstel van vals navorsingsdata en/of -resultate deur middel van wysigings, weglatings of manipulasie.

*Die NWU-beleid oor akademiese integriteit bied die volgende definisie vir **PLAGIAAT**:*

Die gebruik sonder die nodige erkenning van 'n ander persoon se idees, harde kopie of elektroniese tekste, beelde, rekenaarprogramme, klanke, ontwerpe, uitvoering, of enige vorm van kreatiewe werk as 'n persoon se eie werk, insluitend aktiwiteite soos die kennis, insigte, bewoording of formulering van iemand anders se werk.

***NB:** Plagiaat word beskou as ʼn ernstige akademiese oortreding wat tot dissiplinêre optrede kan lei.*

Beleid oor die NWU-studentedissipline

Afdeling 3.1.2: Wangedrag kan deur die NWU se tugverhoorkomitee oorweeg word in gevalle waar die akademiese gedrag van ʼn student op oneerlikheid neerkom, soos in die beleid oor akademiese integriteit beskryf word;

Afdeling 4.3: Dit is die beleid van die universiteit om duidelike en konsekwente reëls, prosesse en prosedures daar te stel om die universiteit se verbintenis tot akademiese integriteit te verseker. Alle bewerings van plagiaat moet ondersoek word volgens die voorgeskrewe ondersoekprosedures soos deur die Senaat goedgekeur is.

Onttrekking van 'n kwalifikasie

Die NWU-Raad kan, ingevolge die NWU Akademiese Reëls (Afdeling 1.21), 'n kwalifikasie terugtrek indien die ontvanger van die kwalifikasie skuldig bevind word aan ʼn klag van ernstige akademiese wangedrag.

EDU.1.5 CAPACITY STIPULATION / *KAPASITEITSBEPALINGS*

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

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

EDU.1.6 RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER / *ERKENNING VAN VORIGE LEER EN KREDIETAKKUMULASIE EN -OORDRAG*

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 is regarding the exemption of certain levels of study. (Advanced standing - based on the previous experience and/or knowledge acquired, the applicant may be accepted for example for the second year.)

(3) RPL for 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.

Important information: within the BEd Foundation phase programme an adjustment of the minimum study period for the completion of the BEd degree is applicable to students that completed the Grade R-Diploma at NWU. Students will enter the BEd Foundation phase programme at second year level, having only three (3) first year modules not being credited from the BEd Foundation phase first year curriculum, to be completed during their second, third or fourth year level in the programme.

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.

Verwys na A-Reëls 1.5.3 en 1.6.

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

Die volgende tipes EVL is geïdentifiseer :

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

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

***(3) EVL vir vrystelling van modules:** 'n Student kan vrygestel word van die voltooiing van 'n module van 'n program op grond van 'n gedokumenteerde proses van erkenning van vorige leer. Sodanige vrystelling beteken nie kredietoordrag nie, maar dat die student nie die betrokke module hoef te voltooi nie, op grond van sy/haar bewese kennis, vaardigheid of ervaring, opgedoen deur middel van informele of nie-formele leer, wat gelykstaande is aan die vlak en inhoud van die uitkomste van een of meer modules van 'n bepaalde akademiese program. Die uitkomste van bestaande modules in betrokke program moet dus vergelyk word en moet gelyk wees aan die kandidaat se bewese kennis/ervaring/vaardighede.*

***Kredietakkumulasie en -oordrag**: die toekenning van krediete vir modules of kursusse as deel van leerprogramme/kwalifikasies. Die uitkomste van suksesvol voltooide modules moet vergelyk word en moet gelyk wees aan die uitkomste van die ooreenstemmende modules wat by die fakulteit aangebied word, soos versoek vir kredietakkumulasie en -oordrag (KAO). Die voltooide uitkomste moet ook voldoen aan die toepaslike SAQA-vlakbeskrywers en kredietwaarde.*

<u>Belangrike inligting</u>: binne die BEd Grondslagfase-program 'n aanpassing van die minimum studietydperk vir die voltooiing van die BEd-graad van toepassing is op studente wat die Graad R-diploma aan die NWU voltooi het. Studente sal die BEd Grondslagfaseprogram op tweedejaarsvlak betree, met slegs drie (3) eerstejaarsmodules wat nie erken word binne die BEd Grondslagfase eerstejaarkurrikulum nie, wat gedurende hul tweede, derde of vierde jaar in die program voltooi moet word.

'N SALA-administratiewe beampte word aangestel in die kantoor van elk van die skooldirekteure op die drie afleweringstereine, en hulle bestuur die EVL/KAO-proses vir beide kontak- en afstandstudente in die onderskeie programme.

Prosesse vir elk van die tipes EVL/KAO sowel as vorms en riglyne vir die samestelling van 'n portefeulje van bewys is beskikbaar by die kwaliteitskantoor van die fakulteit en sal na goedkeuring deur die fakulteitsraad in die kwaliteitshandleiding van die fakulteit opgeneem word.

EDU.2 WHAT IS DISTANCE LEARNING (DL)? */ WAT IS AFSTANDSLEER (AL)?*

Distance learning refers to a delivery mode focusing on enhanced accessibility to education and training, limiting or eliminating barriers such as time, place and pace of learning. The NWU promotes open distance learning by allowing students to register for the modules of a programme 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).

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

EDU.2.1 UNIT FOR DISTANCE LEARNING (UDL) */ EENHEID VIR AFSTANDSLEER (EAL)*

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.

Die Eenheid vir Afstandsleer aan die NWU, geleë in Potchefstroom, lewer namens die verskillende fakulteite verskeie afstandprogramme deur middel van 'n elektroniese platform in Suider-Afrika.

EDU.2.2 CONTACT DETAILS / *KONTAKBESONDERHEDE*

Tel / *Tel:* +27 18 285 5900

Fax / *Faks*: +27 87 234 4957

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

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

Written correspondence / *Skriftelike korrespondensie*

Academic matters / *Akademiese aangeleenthede:*

The Academic Manager: UDL	*Die Akademiese Bestuurder: EAL*
North-West University	*Noordwes-Universiteit*
Private Bag X6001	*Privaatsak X6001*
Potchefstroom	*Potchefstroom*
2520	*2520*
South Africa	*Suid-Afrika*

Administrative matters / *Administratiewe aangeleenthede:*

The Unit for Distance Learning	*Die Eenheid vir Afstandsleer*
(UDL)	*(EAL)*
Building B11A	*Gebou B11A*
North-West University	*Noordwes-Universiteit*
Private Bag X6001	*Privaatsak X6001*
Internal Box 539	*Interne Bussie 539*
Potchefstroom	*Potchefstroom*
2520	*2520*
South Africa	*Suid-Afrika*

EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING UDL STUDIES / *SAKE RAKENDE EAL-STUDIES WAARVAN KENNIS GENEEM MOET WORD*

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

i. Some qualifications delivered in the distance mode allow students to register twice a year for studies, 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 sub-paragraphs.

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

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

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

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

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

iv. Studente het 'n tweede eksamengeleentheid direk na die eerste poging. 'n Geldige deelnamepunt sal aan die student toegang tot twee eksamengeleenthede gee, waarna die student 'n nuwe deelnamepunt moet verwerf.

v. Klasse word deur middel van 'n elektroniese platform aangebied. Dosente kan ook per e-pos gekontak word.

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

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

*viii. **Onbevredigende akademiese prestasie:** 'n Student wie se akademiese prestasie nie bevredigend is nie, sal 'n formele, skriftelike waarskuwing van die betrokke direkteur ontvang. Indien vordering daarna nie bevredigend is nie, kan daar ingevolge A-Reël 1.17 en subparagrawe teen die student opgetree word.*

*ix. **Beëindiging van EAL-studente se studies:** Die minimum en maksimum studietydperk van die onderskeie kwalifikasies word in die jaarboek en in die inligtingsboekies vir hierdie kwalifikasies aangedui. Een jaar voordat die maksimum studietydperk oorskry word en 'n student se studie finaal beëindig word, sal so 'n student 'n waarskuwingsbrief ontvang om hom/haar in kennis te stel van die twee finale eksamengeleenthede om alle uitstaande modules te slaag. Indien so 'n student na hierdie eksamengeleenthede steeds uitstaande modules het, moet so 'n student se studie ingevolge A-Reël 1.17 beëindig word.*

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

EDU.3 RULES FOR THE DEGREE BACHELOR OF EDUCATION / *REËLS VIR DIE GRAAD BACCALAUREUS EDUCATIONIS*

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

The BEd degree is an initial education qualification for candidates who wish to register as qualified professional teachers. The qualification is intended for candidates who wish to obtain a focused Education degree with a well-grounded basis of subject knowledge and knowledge regarding professional practice.

Die BEd-graad is 'n eerste onderwyskwalifikasie vir kandidate wat as ten volle gekwalifiseerde professionele onderwysers/esse wil registreer. Die kwalifikasie is bedoel vir kandidate wat 'n gefokusde Onderwysgraad met 'n sterk gegronde basis van vakkennis en professionele praktykkennis wil verwerf.

EDU.3.1.1 Admission Requirements for the Qualification / *Toelatingsvereistes vir die Kwalifikasie*

General admission requirements */ Algemene toelatingsvereistes*

- A National Senior Certificate must be obtained and the minimum statutory requirements for admission to a Bachelor's degree.

  Moet 'n Nasionale Senior Sertifikaat verwerf en voldoen aan die minimum statutêre vereistes vir toelating tot 'n Baccalaureusgraad.

1. The minimum AP score is 26. Students may be required to write an admission exam. Students with an AP score higher than 26, who do not have a degree endorsement (exemption), may be considered for admittance after successfully completing a Senate-approved admission test. A student who achieves one AP scale points less than required for a specific study course, may at the discretion of the Senate be admitted conditionally to a particular field of study. Such a student must prove by successful completion of a Senate-approved admission examination, registered with the Matriculation Board that he/she has the ability to be admitted to university studies. A student who obtains Discretionary Exemption may be admitted to certain study programmes on certain conditions.

   Die minimum AP-telling is 26. Studente met 'n AP-telling hoër as 26, wat nie 'n graad-endossement (vrystelling) het nie, kan vir toelating oorweeg word nadat hulle 'n Senaat-goedgekeurde toelatingstoets suksesvol voltooi het. 'n Student wat een AP-skaalpunt minder behaal as wat vereis word vir 'n bepaalde studierigting, kan op grond van die diskresie van die Senaat voorwaardelik tot 'n bepaalde studierigting toegelaat word. So 'n student sal deur die suksesvolle aflegging van 'n Senaatsgoedgekeurde Toelatingseksamen wat by die Matrikulasieraad geregistreer is, moet bewys dat hy/sy oor die vermoë beskik om tot universiteitstudies toegelaat te word. 'n Student wat voorwaardelike vrystelling verwerf, kan onder bepaalde voorwaardes tot sekere studieprogramme toegelaat word.

Specific requirements */ Spesifieke vereistes*

- Basic computer literacy.

  Basiese rekenaargeletterdheid.

- Language requirements: A minimum pass level 4 (50%-59%) is compulsory for the languages offered at Home Language and First Additional Language levels. Phase-specific language requirements are applicable for languages as specialisation.

  Taalvereistes: 'n Minimum slaagsyfer vlak 4 (50%-59%) is verplig vir die tale wat op Huistaal en Eerste Addisionele Taal vlak aangebied word. Fase-spesifieke taalvereistes is van toepassing op tale as spesialisering.

- Access to internet.

  Toegang tot die internet.

- It is compulsory to attend all contact sessions.

  Dit is verpligtend om alle kontaksessies by te woon.

- It is compulsory to obtain the necessary technology such as a computer and/or tablet and mobile phone that meet the minimum specifications of the NWU namely: Wi-Fi enabled, one of the operating systems Windows, Android or Apple, 3G enabled (preferable) and 32 Gig (preferable).

  Dit is verpligtend om die nodige tegnologie te bekom, soos 'n rekenaar en / of tablet en selfoon wat aan die minimum spesifikasies van die NWU, naamlik: WiFi-geaktiveer, een van die bedryfstelsels Windows, Android of Apple, 3G-geaktiveer (verkieslik) en 32 Gig (verkieslik).

- Due to practical requirements in some of the modules, vacation school attendance may be required for distance learning students enrolled for the Foundation- and Intermediate phase programmes.

  As gevolg van praktiese vereistes in sommige van die modules, kan vakansieskool-bywoning vereis word vir afstandstudente wat ingeskryf is vir die Grondslag- en Intermediêrefase-programme.

- Vacation school attendance is also compulsory for distance learning students enrolled for the Senior and Further Education and Training phase programmes that specialises in Life science, Physical science or Geography.

  Vakansieskool-bywoning is ook verpligtend vir afstandstudente wat ingeskryf is vir die Senior en Verdere Onderwys en Opleidingsfase programme wat spesialiseer in Lewenswetenskap, Fisiese Wetenskap of Geografie.

- Costing of the vacations schools is the responsibility of the students.

  Koste van vakansieskole is die studente se verantwoordelikheid.

Calculating the APS-score / *Berekening van APS-telling*

1. The results obtained in six 20 credit NSC subjects, are used to determine the APS-score.

   Die prestasie behaal in ses 20 krediet NSS-vakke, word gebruik om die APS-telling te bereken.

2. The achievement obtained in Life Orientation (LO) will not be rated in computing the APS-score. An achievement level of 5 or higher in LO will be regarded as a recommendation for admission in boundary cases and admission to certain programmes.

   Die APS-punt wat vir Lewensoriëntering (LO) behaal is, word nie in berekening gebring by die berekening van die APS-telling nie. 'n APS-punt wat in LO behaal is op skaal 5 of hoër, sal alleenlik in aanmerking geneem word by die oorweging van grensgevalle of as aanbeveling vir toelating tot bepaalde programme.

Screening model: Determining of the APS / *Keuringsmodel: Bepaling van die APS*

NSC Rating Code / *NSS-Beoordelingswaarde*	APS-Score / *~~APS~~ TPT Telling*
8 (90-100 %)	8
7 (80-89 %)	7
6 (70-79 %)	6
5 (60-69 %)	5
4 (50-59 %)	4
3 (40-49 %)	3
2 (30-39 %)	2
1 (0-29 %)	1

EDU.3.1.2 Duration of Study / *Duur van Studie*

The minimum duration of study for this degree is four years and the maximum duration is six years for contact students and eight years for distance students (General Academic Rule 1.14).

Die minimum duur van studie vir hierdie graad is vier jaar en die maksimum tydsduur vir die voltooiing van die graad vir kontakstudente is ses jaar en vir afstandstudente is dit agt jaar (Algemene Akademiese Reël 1.14).

EDU.3.1.3 Extension of Period of Study / *Verlenging van Studietydperk*

A student who does not expect to complete a programme within the maximum duration allowed for the study, must submit an application to the executive dean concerned before the end of the penultimate academic year, to request an extension of period of study (General Academic Rule 1.17).

'n Student wat nie verwag om 'n program te voltooi binne die maksimum duur wat vir die studie toegelaat word nie, moet voor die einde van die voorlaaste akademiese jaar 'n aansoek by die betrokke uitvoerende dekaan indien om 'n verlenging van die studietydperk te versoek (Algemene Akademiese Reël 1.17).

EDU.3.1.4 Language Competency / *Taalbevoegdheid*

All students must obtain at least two language endorsements. All Foundation phase, Intermediate phase and Senior and FET phase students will obtain an English LoLT (Language of Learning and Teaching) endorsement based on the compulsory English modules. **Foundation phase** and **Intermediate phase** students will obtain a second LoLT endorsement based on the language completed at Home Language (HL) or First Additional Language (FAL) level. **Senior and FET phase** students will obtain a second LoLT endorsement based on the HL or FAL, other than English, completed in Grade 12. Endorsement for LoCC (Conversational Competence) is awarded to Foundation phase, Intermediate phase and Senior and FET phase students based on the compulsory LoCC module passed in the first year of study.

BEd Early Childhood Care and Education (ECCE) students will obtain a LoLT endorsement based on the Early communication, language and literacy modules completed from the second year. Endorsement for LoCC is awarded to ECCE students based on the compulsory LoCC module passed in the third year of study.

Alle studente moet ten minste twee taalendossemente verwerf. Alle Grondslagfase, Intermediêrefase en Senior en VOO-fase studente sal 'n Engelse LoLT-endossement (Onderrig-leertaal) op grond van die verpligte Engelse modules ontvang. ***Grondslagfase en Intermediêrefase***

studente sal 'n tweede LoLT-endossement op grond van die taal voltooi op Huistaal- (HT) of Eerste Addisionele Taal-vlak (EAT), verwerf. ***Senior en VOO-fase*** *studente sal 'n tweede LoLT-endossement op grond van die HT of EAT, anders as Engels in Graad 12 voltooi, verwerf. Endossement vir LoCC (Gesprekskommunikasiebevoegdheid) word toegeken aan Grondslagfase, Intermediêrefase en Senior en VOO-fase studente op grond van die verpligte LoCC module geslaag in die eerste studiejaar.*

'n LoLT-endossement (Onderrig-leertaal) sal op grond van die Vroeë kommunikasie, taal en geletterdheid modules wat vanaf tweede jaarvlak geneem word, aan BEd Vroeë Kinderjare Sorg en Opvoeding (VKSO) studente toegeken word. Endossement vir LoCC (Gesprekskommunikasiebevoegdheid) word toegeken aan VKSO studente op grond van die verpligte LoCC module geslaag in die derde studiejaar.

EDU.3.1.5 Work Integrated Learning / *Werkgeïntegreerde Leer*

Faculty of Education students need to meet the MRTEQ (Mininmum Requirements for Teacher Education Qualifications) guidelines in order to obtain an education qualification. The MRTEQ requires a set of consecutive practicum days to be completed at a Faculty of Education approved school as part of the teacher training programme. WIL is therefore, a key feature of all education qualifications and a prerequisite in order to be awarded a qualification.

WIL in the BEd program includes compulsory school-based placement opportunities as well as other compulsory teaching practice-related activities. For school-based placements, all students must do 15-20 days of school-based teaching practice, per semester in their period of study, at a Faculty of Education approved school. Non-negotiable dates for WIL are set for each semester, this will require of all the student to be available for 30-40 days of WIL in a year of study.

Note: teaching assistance positions, employment outside of the school-based education sector or teaching/assisting outside of the relevant phase cannot count towards teaching practice days.

Senior & FET students must complete their WIL in both the Senior- (Gr 7-9) and the FET phase (Gr 10-12) during their period of study, but only one year may be completed in Primary School (Gr 7).

Foundation Phase students may only complete one year of teaching practice in a Gr R classroom, no placements in a nursery school are permitted.

The study year determines compulsory placement in a specific grade.

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

Studente van die Fakulteit Opvoedkunde moet voldoen aan die MRTEQ-riglyne ("Mininmum Requirements for Teacher Education Qualifications") om 'n onderwyskwalifikasie te verwerf. Die MRTEQ vereis dat 'n reeks opeenvolgende praktiese dae voltooi moet word by 'n skool wat deur die Fakulteit Opvoedkunde goedgekeur is as deel van die onderwysersopleidingsprogram. WIL is dus 'n belangrike kenmerk van alle opleidingskwalifikasies en 'n voorvereiste om 'n kwalifikasie te verwerf.

WIL in die BEd-program bevat verpligte skoolgebaseerde plasingsgeleenthede sowel as ander verpligte onderwyspraktykverwante aktiwiteite in. Vir skoolgebaseerde plasings moet alle studente, in elke semester van hul studietydperk, 15 – 20 dae skoolgebaseerde onderrigpraktyk doen by 'n skool wat deur die Fakulteit Opvoedkunde goedgekeur is. Nie-onderhandelbare datums vir WIL word vir elke semester vasgestel. Dit sal van die student vereis om beskikbaar te wees vir 30- 40 dae WIL in 'n studiejaar.

Nota: posisies vir assistent-onderwys, indiensneming buite die skoolgebaseerde onderwyssektor of onderrig/assistensie buite die betrokke fase kan nie tot die praktiese dae tel nie.

Senior- en VOO-studente moet hul WIL in die Senior- (Gr 7-9) en die VOO-fase (Gr 10-12) gedurende hul studietydperk voltooi, maar slegs een jaar kan in die Laerskool (Gr 7) voltooi word.

Grondslagfase-studente mag slegs een jaar onderwyspraktyk in 'n graad R klas voltooi, geen plasings in 'n kleuterskool word toegelaat nie.

Die studiejaar bepaal verpligte plasing in 'n spesifieke graad.

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

EDU.3.1.6 Language Policy in the Faculty of Education (Programme Specific) / *Taalbeleid in die Fakulteit Opvoedkunde (Programspesifiek)*

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

Programaanbiedinge is onderhewig aan die NWU Taalbeleid. Die Taalbeleid van die NWU is by die volgende webadres beskikbaar: https://www.nwu.ac.za/Governance_Management_Policies.

EDU.3.1.7 Articulation Possibilities and Exit Level Marks / *Artikulasiemoontlikhede en Uittreepunt*

The Grade R diploma grants access to the BEd Foundation Phase. A student who has passed the Grade R diploma can apply to be admitted to the BEd Foundation Phase.

Die Graad R diploma verleen toegang tot die BEd Grondslagfase. 'n Student wat die Graad R diploma geslaag het, kan aansoek doen om tot die BEd Grondslagfase toegelaat te word.

The undergraduate BEd grants admission to BEd Honours. It also gives admission to the honours degree in school subject programmes included in the specific curriculum, after certain additional studies and instructions have been completed.

Die voorgraadse BEd verleen toegang tot die Honneurs BEd. Dit gee ook toegang tot die honneurs in skoolvakprogramme wat in die betrokke kurrikulum ingesluit is, nadat sekere bykomstige studie en opdragte uitgevoer is.

EDU.3.2 LIST OF MODULES / *LYS VAN MODULES*

Module code / *Modulekode*	Descriptive name /	*Beskrywende Naam*	Prerequisites / *Voorvereistes*	NQF level / *NKR-vlak*	Credits / *Krediete*
ACCE112	Accounting for Education: Application of Accounting Systems	*Onderwysrekeningkunde: Toepassing van Rekeningkundige Stelsels*	Gr 12 Accounting Level 4 / *Gr 12 Rekeningkunde Vlak 4*	5	12
ACCE122	Accounting for Education: Financial Reporting – Sole Proprietor	*Onderwysrekeningkunde: Finansiële Verslagdoening – Alleeneienaar*	Gr 12 Accounting Level 4 / *Gr 12 Rekeningkunde Vlak 4*	6	12
ACCE212	Accounting for Education: Asset Disposal and Partnership	*Onderwysrekeningkunde: Bateverkope en Vennootskappe*		6	12
ACCE222	Accounting for Education: Manufacturing, Non-Trading Enterprises and Budgets	*Onderwysrekeningkunde: Vervaardiging, Nie-Handeldrywende Ondernemings en Begrotings*		6	16
ACCE312	Accounting for Education: Close Corporations and Companies	*Onderwysrekeningkunde: Beslote Korporasies en Maatskappye*	PASS / *SLAAG:* ACCE112	6	16
ACCE322	Accounting for Education: Financial Statements and Budgets	*Onderwysrekeningkunde: Finansiële State en Begrotings*	PASS / *SLAAG:* ACCE122	7	16
ACCE412	Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal Control and Auditing	*Onderwysrekeningkunde: Regstelling van Foute en Onvolledige Rekords, Etiek, Interne Beheer en Ouditering*	PASS / *SLAAG:* ACCE112, ACCE212	7	16
ACCE423	Applied Accounting for Education	*Toegepaste Rekeningkunde vir Onderwys*	PASS / *SLAAG:* ACCE122, ACCE222	7	16
ACCG211	Economic Management Sciences for Education: Financial Literacy in the Senior Phase	*Ekonomiese Bestuurswetenskappe vir Onderwys: Finansiële Geletterdheid in die Seniorfase*		6	8
AFAF211	Afrikaans First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur*		5	8
AFAF221	Afrikaans First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	*Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		6	8
AFAF311	Afrikaans First Additional Language in FP Teaching: Language, Culture and Picture Books	*Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke*		6	8
AFAF321	Afrikaans First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë*		6	8
AFAF411	Afrikaans First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	*Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	8
AFAF421	Afrikaans First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Temas in Kinderliteratuur*		7	8
AFCL121	Language of Conversational Competence: Afrikaans	*Afrikaans: Basiese Gesprekskommunikasie*		5	8
AFIP211	Afrikaans Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase	*Afrikaans Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase*		6	8
AFIP221	Afrikaans Additional Language: Focus on Oral Language Development and Language	*Afrikaans Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en*		6	8

	Proficiency Processes in the Intermediate Phase	*Taalvaardigheidsprosesse in die Intermediêrefase*			
AFIP311	Afrikaans Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase	*Afrikaans Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase*		6	8
AFIP321	Afrikaans Additional Language: Language Structures and -Education in the Intermediate Phase	*Afrikaans Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase*		7	8
AFIP412	Afrikaans Additional Language: Assessment in the Intermediate Phase	*Afrikaans Addisionele Taal: Assessering in die Intermediêrefase*		7	8
AFIP422	Afrikaans Additional Language: Lesson Planning and Cycle Compositions	*Afrikaans Addisionele Taal: Lesbeplanning en Siklussamestellings*		7	8
AFRE112	Afrikaans Home Language: Text and Curriculum in the Senior and FET-Phase	*Afrikaans Huistaal: Teks en Kurrikulum in die Senior en VOO-Fase*	Gr 12 Afrikaans Home Language Level 5 / *Gr 12 Afrikaans Huistaal Vlak 5*	5	12
AFRE122	Afrikaans Home Language: Spelling, Semantics, and Dictionary Use for Education	*Afrikaans Huistaal: Spelling, Semantiek en Woordeboekgebruik vir Onderwys*	Gr 12 Afrikaans Home Language Level 5 / *Gr 12 Afrikaans Huistaal Vlak 5*	6	12
AFRE212	Afrikaans Home Language: Linguistics for Education	*Afrikaans Huistaal: Linguistiek vir Onderwys*		6	12
AFRE223	Afrikaans Home Language: Drama and Film for Education	*Afrikaans Huistaal: Drama en Film vir Onderwys*		6	16
AFRE312	Afrikaans Home Language: Youth and Adult Poetry for Education	*Afrikaans Huistaal: Jeug- en Volwassenepoësie vir Onderwys*		6	16
AFRE322	Afrikaans Home Language: The Development of Afrikaans and Contemporary Language Politics	*Afrikaans Huistaal: Die Ontwikkeling van Afrikaans en Hedendaagse Taalpolitiek*		7	16
AFRE412	Afrikaans Home Language: Socio-Linguistics for Education	*Afrikaans Huistaal: Sosiolinguistiek vir Onderwys*		7	16
AFRE423	Afrikaans Home Language: Prose for Education	*Afrikaans Huistaal: Prosa vir Onderwys*		7	16
AFRF111	Afrikaans Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*Afrikaans Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 Afrikaans Home Language Level 4 / *Gr 12 Afrikaans Huistaal Vlak 4*	5	12
AFRF121	Afrikaans Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*Afrikaans Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 Afrikaans Home Language Level 4 / *Gr 12 Afrikaans Huistaal Vlak 4*	6	12
AFRF211	Afrikaans Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*Afrikaans Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
AFRF221	Afrikaans Home Language FP: Semantics, Vocabulary and Picture Books	*Afrikaans Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
AFRF311	Afrikaans Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*Afrikaans Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12
AFRF321	Afrikaans Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*Afrikaans Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		7	12
AFRF411	Afrikaans Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*Afrikaans Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
AFRF421	Afrikaans Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*Afrikaans Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12

AFRI111	Afrikaans Home Language IP: Text and Curriculum in the Intermediate Phase	*Afrikaans Huistaal: Teks en Kurrikulum in die Intermediêrefase*	Gr 12 Afrikaans Home Language Level 4 / *Gr 12 Afrikaans Huistaal Vlak 4*	5	12
AFRI121	Afrikaans Home Language IP: Phonetics and Phonology for Education	*Afrikaans Huistaal: Fonetiek en Fonologie vir Onderwys*	Gr 12 Afrikaans Home Language Level 4 / *Gr 12 Afrikaans Huistaal Vlak 4*	6	12
AFRI211	Afrikaans Home Language IP: Language and Spelling Norms for Education	*Afrikaans Huistaal: Taal- en Spelnorme vir Onderwys*		6	12
AFRI221	Afrikaans Home Language IP: Children's and Youth Poetry for Education	*Afrikaans Huistaal: Kinder- en Jeugpoësie vir Onderwys*		6	12
AFRI312	Afrikaans Home Language IP: Drama and Film for Education	*Afrikaans Huistaal: Drama en Film vir Onderwys*		7	8
AFRI322	Afrikaans Home Language IP: Semantics for Education	*Afrikaans Huistaal: Semantiek vir Onderwys*		7	8
AFRI411	Afrikaans Home Language IP: Syntax and Text Linguistics for Education	*Afrikaans Huistaal: Sintaksis en Tekslinguistiek vir Onderwys*		7	12
AFRI421	Afrikaans Home Language IP: Prose for Education	*Afrikaans Huistaal: Prosa vir Onderwys*		8	12
ALDE111/ ALDA111[1]	Academic Literacy Development	*Ontwikkeling van Akademiese Geletterdheid*		5	12
ALDE122/ ALDA122	Academic Literacy	*Akademiese Geletterdheid*		5	12
ARTE112	Visual Arts: Introduction to Visual Arts for Teaching and Learning 1	*Visuele Kunste: Inleiding tot Visuele Kunste vir Onderrig en Leer 1*		5	12
ARTE122	Visual Arts: Introduction to Visual Arts for Teaching and Learning 2	*Visuele Kunste: Inleiding tot Visuele Kunste vir Onderrig en Leer 2*		6	12
ARTE212	Visual Arts: From Rococo to Realism – Themes, Theories, Praxis and Related Issues	*Visuele Kunste: Van Rococo tot Realisme – Temas, Teorieë, Praktyke en Verwante Vraagstukke*		6	12
ARTE222	Visual Arts: 19th Century Art up to the Early 20th Century	*Visuele Kunste: 19de-Eeuse Kuns tot die Vroeë 20ste Eeu*		6	16
ARTE312	Visual Arts: From Modernism to Post-Modernism – An Introduction	*Visuele Kunste: Van Modernisme tot Postmodernisme – 'n Inleiding*		6	16
ARTE322	Visual Arts: Design for Teaching and Learning	*Visuele Kunste: Ontwerp vir Onderrig en Leer*		7	16
ARTE411	Visual Arts: World Art and World Cultures for Teaching and Learning 1	*Visuele Kunste: Wêreldkuns en Wêreldkulture vir Onderrig en Leer 1*		7	16
ARTE421	Visual Arts: World Art and World Cultures for Teaching and Learning 2	*Visuele Kunste: Wêreldkuns en Wêreldkulture vir Onderrig en Leer 2*		7	16
BSTE112	Business Studies: The Business World, Business Management, Business Environments and Entrepreneurship	*Besigheidstudies: Die Sakewêreld, Sakebestuur, Besigheidsomgewings en Entrepreneurskap*		5	12
BSTE122	Business Studies: Entry Strategies and e-Business	*Besigheidstudies: Intreestrategieë en e-Besigheid*		6	12
BSTE212	Business Studies: Establishing a Business	*Besigheidstudies: Vestiging van 'n Besigheid*		6	12
BSTE222	Business Studies: Planning; Organising; Leading and Controlling the Management Process	*Besigheidstudies: Beplanning; Organisering, Leiding en Beheer van die Bestuursproses*		6	16
BSTE312	Business Studies: Operational Management and Human Resource Management	*Besigheidstudies: Operasionele Bestuur en Menslike Hulpbronbestuur*		6	16

[1] Non-credit bearing additional module. / *Nie-kredietdraende addisionele module*.

BSTE322	Business Studies: Marketing Management and Cooperative Social Responsibility	*Besigheidstudies: Bemarkingsbestuur en Koöperatiewe Sosiale Verantwoordelikheid*		7	16
BSTE412	Business Studies: Financial Management and Purchasing Function	*Besigheidstudies: Finansiële Bestuur en Aankoopfunksie*		7	16
BSTE422	Business Studies: Strategic Management and Business Plans	*Besigheidstudies: Strategiese Bestuur en Sakeplanne*		7	16
BSTG111	Economic Management Sciences for Education: Entrepreneurship in the Senior Phase	*Ekonomiese en Bestuurswetenskappe vir Onderwys: Entrepreneurskap in die Seniorfase*		5	8
CATE112	Computer Applications Technology Education: System Technologies	*Rekenaartoepassingstegnologie-Onderwys: Stelseltegnologieë*		5	12
CATE123	Computer Applications Technology Education: Introduction to Coding	*Rekenaartoepassingstegnologie-Onderwys: Inleiding tot Rekenaarprogrammering*		6	12
CATE213	Computer Applications Technology Education: Advanced Word Processing Skills	*Rekenaartoepassingstegnologie-Onderwys: Gevorderde Woordverwerkingsvaardighede*		6	12
CATE222	Computer Applications Technology Education: Computer Networks	*Rekenaartoepassingstegnologie-Onderwys: Rekenaarnetwerke*		6	16
CATE313	Computer Applications Technology Education: Databases	*Rekenaartoepassingstegnologie-Onderwys: Databasisse*		6	16
CATE322	Computer Applications Technology Education: Spreadsheet Processing	*Rekenaartoepassingstegnologie-Onderwys: Sigbladverwerking*		7	16
CATE412	Computer Applications Technology Education: e-Applications and e-Communication	*Rekenaartoepassingstegnologie-Onderwys: e-Toepassings en e-Kommunikasie*		7	16
CATE422	Computer Applications Technology Education: Information Management and Social Implications	*Rekenaartoepassingstegnologie-Onderwys: Inligtingsbestuur en Sosiale Implikasies*		7	16
CTEE212	Civil Technology	*Siviele Tegnologie*	PASS / SLAAG:FETC111	6	12
CTEE222	Civil Technology	*Siviele Tegnologie*		6	16
CTEE312	Civil Technology	*Siviele Tegnologie*		6	16
CTEE322	Civil Technology	*Siviele Tegnologie*		7	16
CTEE412	Civil Technology	*Siviele Tegnologie*		7	16
CTEE422	Civil Technology	*Siviele Tegnologie*		7	16
CULV211	Professional Development and Diversity in Education	*Professionele Ontwikkeling en Diversiteit in Onderwys*		5	8
EBPE422	Becoming a Quality Professional Educator	*Word'n Kwaliteit Professionele Opvoeder*		7	12
ECCR121	Creativity in the Early Years 1	*Kreatiwiteit in die Vroeë Jare 1*		5	16
ECCR411	Creativity in the Early Years 2	*Kreatiwiteit in die Vroeë Jare 2*	PASS / SLAAG: ECCR121	7	12
ECIE121	Inclusive Education in the Early Years 1	*Inklusiewe Onderwys in die Vroeë Jare 1*		6	12
ECIE322	Inclusive Education in the Early Years 2	*Inklusiewe Onderwys in die Vroeë Jare 1*	PASS / SLAAG: ECIE121	7	12
ECLA211	Early Communication, Language and Literacy 1 Afrikaans	*Vroeë Kommunikasie, Taal en Geletterdheid 1 Afrikaans*		5	12
ECLA311	Early Communication, Language and Literacy 2 Afrikaans	*Vroeë Kommunikasie, Taal en Geletterdheid 2 Afrikaans*	PASS / SLAAG: ECLA211	6	12
ECLA411	Early Communication, Language and Literacy 3 Afrikaans	*Vroeë Kommunikasie, Taal en Geletterdheid 3 Afrikaans*	PASS / SLAAG: ECLA211 ECLA311	7	12
ECLC211	Constructions of Early Learning and Care	*Konstruksies van Vroeë Leer en Sorg*		6	12
ECLE211	Early Communication, Language and Literacy 1 English	*Vroeë Kommunikasie, Taal en Geletterdheid 1 Engels*		5	12
ECLE311	Early Communication, Language and Literacy 2 English	*Vroeë Kommunikasie, Taal en Geletterdheid 2 Engels*	PASS / SLAAG: ECLE211	6	12

ECLE411	Early Communication, Language and Literacy 3 English	*Vroeë Kommunikasie, Taal en Geletterdheid 3 Engels*	PASS / SLAAG: ECLE211 ECLE311	7	12
ECLO211	Early Communication, Language and Literacy 1 Sesotho	*Vroeë Kommunikasie, Taal en Geletterdheid 1 Sesotho*		5	12
ECLO311	Early Communication, Language and Literacy 2 Sesotho	*Vroeë Kommunikasie, Taal en Geletterdheid 2 Sesotho*	PASS / SLAAG: ECLO311	6	12
ECLO411	Early Communication, Language and Literacy 3 Sesotho	*Vroeë Kommunikasie, Taal en Geletterdheid 3 Sesotho*	PASS / SLAAG: ECLO211 ECLO311	7	12
ECLS211	Early Communication, Language and Literacy 1 Setswana	*Vroeë Kommunikasie, Taal en Geletterdheid 1 Setswana*		5	12
ECLS311	Early Communication, Language and Literacy 2 Setswana	*Vroeë Kommunikasie, Taal en Geletterdheid 2 Setswana*	PASS / SLAAG: ECLS211	6	12
ECLS411	Early Communication, Language and Literacy 3 Setswana	*Vroeë Kommunikasie, Taal en Geletterdheid 3 Setswana*	PASS / SLAAG: ECLLS211 ECLS311	7	12
ECLX211	Early Communication, Language and Literacy 1 isiXhosa	*Vroeë Kommunikasie, Taal en Geletterdheid 1 isiXhosa*		5	12
ECLX311	Early Communication, Language and Literacy 2 isiXhosa	*Vroeë Kommunikasie, Taal en Geletterdheid 2 isiXhosa*	PASS / SLAAG: ECLX211	6	12
ECLX411	Early Communication, Language and Literacy 3 isiXhosa	*Vroeë Kommunikasie, Taal en Geletterdheid 3 isiXhosa*	PASS / SLAAG: ECLX211 ECLX311	7	12
ECNG121	Economic Management Sciences for Education: Economics in the Senior Phase	*Ekonomiese Bestuurswetenskappe vir Onderwys: Ekonomie in die Seniorfase*		5	8
ECOA311	Conversational Language Proficiency Afrikaans	*Afrikaans: Basiese Gesprekskommunikasie*		5	12
ECOE112	Economics for Education: Introduction to Economics (Part 1)	*Ekonomie vir Onderwys: Inleiding tot Ekonomie (Deel 1)*		5	12
ECOE122	Economics for Education: Introduction to Economics (Part 2)	*Ekonomie vir Onderwys: Inleiding tot Ekonomie (Deel 2)*		6	12
ECOE212	Economics for Education: Economic-Related Issues Applicable to the RSA	*Ekonomie vir Onderwys: Ekonomies-Verwante Kwessies van Toepassing op die RSA*		6	12
ECOE222	Economics for Education: Introduction to Micro-Economics	*Ekonomie vir Onderwys: Inleiding tot Mikro-Ekonomie*		6	16
ECOE312	Economics for Education: From Micro- to Macro-Economics	*Ekonomie vir Onderwys: Van Mikro- tot Makro-Ekonomie*	PASS / *SLAAG:* ECOE112	6	16
ECOE322	Economics for Education: The Monetary and Government Sector	*Ekonomie vir Onderwys: Die Monetêre en Owerheidsektor*	PASS / *SLAAG:* ECOE122	7	16
ECOE412	Economics for Education: Macro-Economic Problems (Part 1)	*Ekonomie vir Onderwys: Makro-Ekonomiese Probleme (Deel 1)*	PASS / *SLAAG:* ECOE112, ECOE212	7	16
ECOE422	Economics for Education: Macro-Economic Problems (Part 2)	*Ekonomie vir Onderwys: Makro-Ekonomiese Probleme (Deel 2)*	PASS / *SLAAG:* ECOE122, ECOE222	7	16
ECOO311	Conversational Language Proficiency Sesotho	*Sesotho: Basiese Gesprekskommunikasie*		5	12
ECOT311	Conversational Language Proficiency Setswana	*Setswana: Basiese Gesprekskommunikasie*		5	12
ECOX311	Conversational Language Proficiency isiXhosa	*isiXhosa: Basiese Gesprekskommunikasie*		5	12
ECUR211	Curriculum in the Early Years	*Kurrikulum in die Vroeë Jare*		6	12
EDBR422	Disabilities and Barriers in the Early Years	*Gestremdhede en Hindernisse in die Vroeë Jare*		7	16
EDCA111	Curriclum Studies and Professional Development	*Kurrikulumstudies en Professionele Ontwikkeling*		6	8
EDCA321	Educational Psychology: Learning Support	*Opvoedkundige Sielkunde: Leerondersteuning*		7	8
EDCA322	Learner Support: Profile of a Proficient Learner Support Teacher	*Leerderondersteuning: Profiel van 'n Bekwame Leerderondersteuning-Onderwyser*		7	8

EDCA411	Educational Law	*Onderwysreg*		7	8
EDCC125	Historical and Political Context of Education in South Africa	*Historiese en Politieke Konteks van Onderwys in Suid-Afrika*		6	8
EDCC214	Professional Studies: Teaching and Learning Theories and Practices	*Professionele Studies: Onderrig-Leer Teorieë en -Praktyke*		6	8
EDCC215	Educational Psychology: Introduction to Educational Psychology	*Opvoedkundige Sielkunde: Inleiding tot Opvoedkundige Sielkunde*		6	8
EDCC224	Educational Psychology: Human Development	*Opvoedkundige Sielkunde: Menslike Ontwikkeling*		6	8
EDCC325	Critical Thinking and Social Justice	*Kritiese Denke en Sosiale Geregtigheid*		7	8
EDCC413	Educational Management and Leadership	*Onderwysbestuur en Leierskap*		7	8
EDCC423	Educational Systems	*Opvoedkundige Stelsels*		7	8
EDTC112	Educational Media and Technology	*Opvoedkundige Media en Tegnologie*		5	8
EDTM312	Environmental Management for Sustainability: Introduction to Environmental Management in Schools	*Omgewingsbestuur vir Volhoubaarheid: Inleiding tot Omgewingsbestuur in Skole*		7	8
EEPE422	Early Life Skills: Physical Education	*Vroeë Lewensvaardighede: Liggaamlike Opvoeding*		6	16
EFAL221	English in a Multilingual Environment	*Engels in ʼn Meertalige Omgewing*		6	12
EGDE113	Engineering Graphics and Design: Sketching and Instrument Drawing – Theory and Skills	*Ingenieursgrafika en Ontwerp: Sketse en Instrumenttekeninge – Teorie en Vaardighede*		5	12
EGDE123	Engineering Graphics and Design: Projection Methods for Two Dimensional and Three Dimensional Views and Construction of Loci	*Ingenieursgrafika en Ontwerp: Projeksiemetodes vir Twee-Dimensionele en Drie-Dimensionele Aansig en Konstruksie van Lokusse*		6	12
EGDE212	Engineering Graphics and Design: Descriptive Geometry	*Ingenieursgrafika en Ontwerp: Beskrywende Meetkunde*		6	12
EGDE222	Engineering Graphics and Design: Civil Drawings - Floor Plans, Orthographic and Pictorial Views	*Ingenieursgrafika en Ontwerp: Siviele Tekeninge – Vloerplanne, Ortografiese en Figuuraansigte*		6	16
EGDE312	Engineering Graphics and Design: Civil Drawings – Electrical Wiring Diagrams, Scales and View of Foundations	*Ingenieursgrafika en Ontwerp: Siviele Tekeninge – Elektriese Bedradingsdiagramme, Skale en Aansig van Fondasies*		6	16
EGDE322	Engineering Graphics and Design: Machine Drawing	*Ingenieursgrafika en Ontwerp: Masjientekeninge*		7	16
EGDE411	Engineering Graphics and Design: Working in 3-D (1)	*Ingenieursgrafika en Ontwerp: Werk in 3-D (1)*		7	16
EGDE421	Engineering Graphics and Design: Working in 3-D (2)	*Ingenieursgrafika en Ontwerp: Werk in 3-D (2)*		7	16
EHSN111	Health, Safety and Nutrition	*Gesondheid, Veiligheid en Voeding*		5	12
EHSN411	The Healthy and Safe Child in the Early Years	*Die Gesonde en Veilige Kind in die Vroeë Jare*	PASS / SLAAG: EHSN111	7	8
EIDB111	Identity and Belonging in the Early Years	*Identiteit en Geborgenheid in die Vroeë Jare*		5	12
EKUW111	Knowledge and Understanding of the World	*Kennis en Begrip van die Wêreld*		6	12
ELAW311	Education Law in the ECCE Setting	*Onderwysreg in die VKSO-Omgewing*		7	8
ELEY221	Learning Environments in the Early Years	*Leeromgewings in die Vroeë Jare*		6	8
ELMA311	Leadership, Management and Administration in the Early Years	*Leierskap, Bestuur en Administrasie in die Vroeë Jare*		7	12
EMKP211	Mathematical Knowledge for ECCE Teachers in Practice 1	*Wiskundige Kennis vir VKSO-Onderwysers in die Praktyk 1*	PASS / SLAAG: EMKT111	6	12
EMKP371	Mathematical Knowledge for ECCE Teachers in Practice 2	*Wiskundige Kennis vir VKSO-Onderwysers in die Praktyk 2*	PASS / SLAAG: EMKT111	7	12

			EMLP211		
EMKT111	Mathematical Knowledge for ECCE Teachers	*Wiskundige Kennis vir VKSO-Onderwysers in die Praktyk*		5	12
ENAC271	Teaching English across the Curriculum	*Engels as Onderrigmedium oor die Kurrikulum Heen*		6	12
ENAF211	English First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*Engels Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Keuse en Evaluering van Kinderliteratuur*		5	8
ENAF221	English First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	*Engels Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		6	8
ENAF311	English First Additional Language in FP Teaching: Language, Culture and Picture Books	*Engels Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke*		6	8
ENAF321	English First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*Engels Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		6	8
ENAF411	English First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	*Engels Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig, asook Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	8
ENAF421	English First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*Engels Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritieke Vraagstukke in Kinderliteratuur*		7	8
ENFF111	English Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*Engels Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 English Home Language Level 4 or FAL 65%/ *Gr 12 Engels Huistaal Vlak 4 of EAT 65%*	5	12
ENFF121	English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*Engels Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 English Home Language Level 4 or FAL 65%/ *Gr 12 Engels Huistaal Vlak 4 of EAT 65%*	6	12
ENFF211	English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*Engels Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
ENFF221	English Home Language FP: Semantics, Vocabulary and Picture Books	*Engels Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
ENFF311	English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*Engels Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12
ENFF321	English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*Engels Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		7	12
ENFF411	English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*Engels Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
ENFF421	English Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*Engels Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12
ENFI112	English Home Language IP: Text and Curriculum	*Engels Huistaal IF: Teks en Kurrikulum*	Gr 12 English Home Language Level 4 or FAL 65% / *Gr 12 Engels Huistaal Vlak 4 of EAT 65%*	5	12

ENFI122	English Home Language IP: Characteristics of Children's and Young Adult Literature	*Engels Huistaal IF: Eienskappe van Kinder- en Jong Volwasseneliteratuur*	Gr 12 English Home Language Level 4 or FAL 65% / *Gr 12 Engels Huistaal Vlak 4 of EAT 65%*	6	12
ENFI212	English Home Language IP: Folklore and Poetry	*Engels Huistaal IF: Volksverhale en Poësie*		6	12
ENFI222	English Home Language IP: Short Stories and Novels	*Engels Huistaal IF: Kortverhale en Boeke*		6	12
ENFI313	English Home Language IP: Drama and Syntax	*Engels Huistaal IF: Drama en Sintaksis*		7	8
ENFI323	English Home Language IP: Semantics and Pragmatics for the Teacher	*Engels Huistaal IF: Semantiek en Pragmatiek vir die Onderwyser*		7	8
ENFI412	English Home Language IP: Text and Context	*Engels Huistaal IF: Teks en Konteks*		7	12
ENFI422	English Home Language IP: Assessment and Evaluation for the Teacher	*Engels Huistaal IF: Assessering en Evaluering vir die Onderwyser*		8	12
ENGV111	English for the Senior/FET Phase Teacher: Introduction to Young Adult Literature (YAL)	*Engels vir die Senior/VOO-Fase Onderwyser: Inleiding tot Jong Volwasseneliteratuur (JVL)*	Gr 12 English Home Language (Level 4) or FAL (Level 5) / *Gr 12 Engels Huistaal (Vlak 4) of EAT (Vlak 5)*	5	12
ENGV121	English for the Senior/FET Phase Teacher: Linguistics	*Engels vir die Senior/VOO-Fase Onderwyser: Linguistiek*	PASS / SLAAG:ENGV111 Gr 12 English Home Language (Level 4) or FAL (Level 5) / *Gr 12 Engels Huistaal (Vlak 4) of EAT (Vlak 5)*	6	12
ENGV211	English for the Senior/FET Phase Teacher: Texts and Context - Studying Literature from the Elizabethan to the Victorian Era	*Engels vir die Senior/VOO-Fase Onderwyser: Tekste en Konteks – Bestudering van Literatuur van die Elizabethaanse tot die Victoriaanse Era*	PASS / *SLAAG:* ENGV111, ENGV121	6	12
ENGV221	English for the Senior/FET Phase Teacher: Exploring Key Periods in Literature	*Engels vir die Senior/VOO-Fase Onderwyser: Verkenning van Sleuteltydperke in die Literatuur*	PASS / *SLAAG:* ENGV111 , ENGV121, ENGV211	6	16
ENGV311	English for the Senior/FET Phase Teacher: Literary Theories and Philosophy	*Engels vir die Senior/VOO-Fase Onderwyser: Literêre Teorieë en Filosofie*	PASS / *SLAAG:* ENGV111, ENGV121, ENGV211, ENGV221	6	16
ENGV321	English for the Senior/FET Phase Teacher: Understanding Text and Context in a Post Modern Era	*Engels vir die Senior/VOO-Fase Onderwyser: Begrip van Teks en Konteks in 'n Postmoderne Era*	PASS / *SLAAG:* ENGV111, ENGV121, ENGV211, ENGV221, ENGV311	7	16
ENGV411	English for the Senior/FET Phase Teacher: South African Literary Foundations and Perspectives	*Engels vir die Senior/VOO-Fase Onderwyser: Suid-Afrikaanse Literêre Grondslae en Perspektiewe*		7	16
ENGV421	English for the Senior/FET Phase Teacher: Applied Linguistics	*Engels vir die Senior/VOO-Fase Onderwyser: Toegepaste Linguistiek*		7	16
ENIP212	English First Additional Language: Folklore and Poetry	*Engels Eerste Addisionele Taal: Volksverhale en Gedigte*		6	8
ENIP223	English First Additional Language: Shorter Reading Texts in the Intermediate Phase	*Engels Eerste Addisionele Taal: Korter Leestekste in die Intermediêrefase*		6	8
ENIP312	English First Additional Language: Drama and Syntax	*Engels Eerste Addisionele Taal: Drama en Sintaksis*		6	8
ENIP322	English First Additional Language: Visual Literacy in the 21st century classroom	*Engels Eerste Addisionele Taal: Visuele Geletterdheid vir 21ste eeu klaskamer*		7	8
ENIP412	English First Additional Language: Text and Context	*Engels Eerste Addisionele Taal: Teks en Konteks*	PASS / *SLAAG:* ENIP212, ENIP222/223, ENIP312, ENIP322	7	8
ENIP422	English First Additional Language: An Intergrated Approach	*Engels Eerste Addisionele Taal: 'n Geïntegreerde Benadering*	PASS / *SLAAG:* ENIP212, ENIP222/223, ENIP312, ENIP322	7	8

EODA211	Observing, documenting and assessing in the early years	*Waarneming, Dokumentering en Assessering in die Vroeë Jare*		6	12
EPED371	Pedagogy in the Early Years	*Pedagogiek in die Vroeë Jare*		6	16
EPFC221	Building Partnerships with Families andCommunities	*Bou Vennootskappe met Gesinne en Gemeenskappe*		6	12
EPMD322	Perceptual and Motor Development in Early Childhood Care and Education (birth - 4)	*Perseptuele en Motoriese Ontwikkeling in Vroeë Kinderversorging en -Opvoeding (Geboorte - 4)*		6	16
EPSY221	Understanding Psychology in the Early Years	*Verstaan Sielkunde in die Vroeë Jare*		6	16
ESCI411	Science in the Early Years	*Wetenskap in die Vroeë Jare*		7	12
ETEE213	Electrical Technology for Teachers: Basic Electronics	*Elektriese Tegnologie vir Onderwysers: Basiese Elektronika*	PASS / *SLAAG:* EGDE123	6	12
ETEE222	Electrical Technology: Electromagnetism	*Elektriese Tegnologie: Elektromagnetisme*		6	16
ETEE312	Electrical Technology: Alternating Current Circuits	*Elektriese Tegnologie: Wisselstroombane*		6	16
ETEE322	Electrical Technology for Teachers: Electronics II (Semiconductor Devices)	*Elektriese Tegnologie vir Onderwysers: Elektronika II (Semi-Geleidingstoestelle)*		7	16
ETEE414	Electrical Technology for Education Students (Digital I)	*Elektriese Tegnologie vir Onderwysstudente (Digitaal I)*		7	8
ETEE415	Electrical Technology for Education Students (Power Systems III)	*Elektriese Tegnologie vir Onderwysstudente (Kragstelsels III)*		7	8
ETEE424	Electrical Technology for Education Students (Digital II)	*Elektriese Tegnologie vir Onderwysstudente (Digitaal II)*		7	8
ETEE425	Electrical Technology for Education Students (Power and PLC Application)	*Elektriese Tegnologie vir Onderwysstudente (Kragstelsels en PLB Toepassing)*		7	8
EWBC121	Well-being in Early Childhood	*Welstand in die Vroeë Kinderjare*		5	12
FETC111	Structures in Technology as Part of Core Content Topics of Senior Phase Technology	*Strukture in Tegnologie as Deel van Kerninhoud-Temas van Seniorfase Tegnologie*		5	12
FETE121	Electrical Technology: Electric Current Theory	*Elektriese Tegnologie: Elektriese Stroomteorie*		5	12
FETM112	GET Technology: Mechanisms	*AOO Tegnologie Meganismes*		5	12
FETM121	Mechanical Technology for Teachers: Mechanical Systems	*Meganiese Tegnologie vir Onderwysers: Meganiese Stelsels*		6	8
FETP111	Processing in Technology for Education	*Verwerking in Tegnologie vir Onderwys*		6	8
FETW211	Engineering Technology for Teachers: Mechanical (Welding) Technology	*Ingenieurstegnologie vir Onderwysers: Meganiese (Sweis-) Tegnologie*	PASS / *SLAAG:* FETM112	6	12
GEOE112	Geography Education: Physical, Economic and Population Background of Africa and the RSA	*Geografie vir Onderwys: Fisiese-, Ekonomiese- en Bevolkings-agtergrond van Afrika en die RSA*		5	12
GEOE122	Geography Education: Planetary Geography, and Climatology	*Geografie vir Onderwys: Planetêre Geografie en Klimatologie*		6	12
GEOE212	Geography Education: Urban and Economic Geography	*Geografie vir Onderwys: Stedelike en Ekonomiese Geografie*		6	12
GEOE222	Geography Education: Introduction to Geomorphology and Oceanography	*Geografie vir Onderwys: Inleiding tot Geomorfologie en Oseanografie*		6	16
GEOE312	Geography Education: Population and Development Geography	*Geografie vir Onderwys: Bevolkings- en Ontwikkelingsgeografie*		6	16
GEOE322	Geography Education: Advanced Geomorphology	*Geografie vir Onderwys: Gevorderde Geomorfologie*		7	16
GEOE411	Geography Education: Urban and Environmental Geography	*Geografie vir Onderwys: Stedelike en Omgewingsgeografie*		7	16
GEOE421	Geography Education: Advanced Climatology	*Geografie vir Onderwys: Gevorderde Klimatologie*		7	16
GEOS212	Geography: Human and Physical Geography for the Senior Phase	*Geografie: Menslike en Fisiese Geografie vir die Seniorfase*		6	8

HISE112	History for Education: Aspects of Euro-Asian History (9th to 19th Century)	*Onderwysgeskiedenis: Aspekte van die Euro-Asiatiese Geskiedenis (9de tot 19de Eeu)*		5	12
HISE122	History for Education: Aspects of South African History (1652-1900)	*Onderwysgeskiedenis: Aspekte van Suid-Afrikaanse Geskiedenis (1652-1900)*		6	12
HISE212	History for Education: Aspects of South African History (1900-1948)	*Onderwysgeskiedenis: Aspekte van Suid-Afrikaanse Geskiedenis (1900-1948)*		6	12
HISE222	History for Education: Aspects of African History (16th to 20th Century)	*Onderwysgeskiedenis: Aspekte van Afrikaanse Geskiedenis (16de tot 20ste Eeu)*		6	16
HISE312	History for Education: Conflict in the Middle East During the 20th to 21st Century	*Onderwysgeskiedenis: Konflik in die Midde-Ooste Tydens die 20ste tot die 21ste Eeu*		6	16
HISE322	History for Education: Aspects of European History (1914-1945)	*Onderwysgeskiedenis: Aspekte van Europese Geskiedenis (1914-1945)*		7	16
HISE411	History for Education: The Cold War and the Globalized World	*Onderwysgeskiedenis: Die Koue Oorlog en die Geglobaliseerde Wêreld*		7	16
HISE421	History for Education: Aspects of South African History (1948-Present)	*Onderwysgeskiedenis: Aspekte van Suid-Afrikaanse Geskiedenis (1948-Hede)*		7	16
HISV211	History: Selected South African and Global History for the Senior Phase	*Geskiedenis: Uitgesoekte Suid-Afrikaanse en Globale Geskiedenis vir die Seniorfase*		6	8
INTE112	Information Technology Education: System Technologies	*Inligtingstegnologie-Onderwys: Stelseltegnologie*		5	12
INTE123	Information Technology Education: Data Presentation and Graphical Programming	*Inligtingstegnologie-Onderwys: Data-Aanbieding en Grafiese Programmering*		6	12
INTE212	Information Technology Education: Introduction to Delphi Programming	*Inligtingstegnologie-Onderwys: Inleiding tot Delphi-Programmering*		6	12
INTE222	Information Technology Education: Computer Networks	*Inligtingstegnologie-Onderwys: Rekenaarnetwerke*		6	16
INTE313	Information Technology Education: Databases	*Inligtingstegnologie-Onderwys: Databasisse*		6	16
INTE323	Information Technology Education: Data Structures, Methods and SQL	*Inligtingstegnologie-Onderwys: Datastrukture, Metodes en SQL*		7	16
INTE413	Information Technology Education: System Development Methodologies and Computer Applications	*Inligtingstegnologie-Onderwys: Stelselontwikkelingsmetodologieë en Rekenaartoepassings*		7	16
INTE422	Information Technology Education: Project Management, Web Design and Social Implications	*Inligtingstegnologie-Onderwys: Projekbestuur, Webontwerp en Sosiale Implikasies*		7	16
ITEE222	Engineering Technology for Teachers: Manufacturing and Joining (ii)	*Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (ii)*	PASS / *SLAAG:* FETM111/112	6	8
ITEE312	Engineering Technology for Teachers: Manufacturing and Joining (iii)	*Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (iii)*	PASS / *SLAAG:* ITEE222	6	8
ITEE323	Engineering Technology for Teachers: Manufacturing and Joining (iv)	*Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (iv)*	PASS / *SLAAG:* ITEE312	7	8
ITEE413	Engineering Technology for Teachers: Manufacturing and Joining (v)	*Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (v)*	PASS / *SLAAG:* ITEE323	7	8
ITEE423	Engineering Technology For Teachers: Manufacturing And Joining (vi)	*Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (vi)*	PASS / *SLAAG:* ITEE413	7	8
LESE112	Introduction to Learning Support within an Inclusive Education Approach	*Inleiding tot Leerondersteuning in 'n Inklusiewe Onderwysbenadering*		5	12
LESE122	Learning Support: Introduction to Barriers to Learning	*Leerondersteuning: Inleiding tot Leerhindernisse*		6	12

LESE212	Learning Support: Chronic Illnesses and Diseases and Poor Socio-Economic Circumstances	*Leerondersteuning: Kroniese Siektetoestande en Swak Sosio-Ekonomiese Omstandighede*		6	12
LESE222	Learning Support : Physical, Neural and Intellectual Impairments	*Leerondersteuning: Fisiese-, Neurale- en Intellektuele Gestremdhede*		6	16
LESE312	Learning Support: Sensory and Learning Impairments as well as Giftedness	*Leerondersteuning: Sensoriese- en Leergestremdhede, asook Begaafdheid*		6	16
LESE322	Learning Support: Emotional, Social and Behaviour Difficulties	*Leerondersteuning: Emosionele-, Sosiale- en Gedragsprobleme*		7	16
LESE411	Learning Support: Introduction to Applied Learning Support	*Leerondersteuning: Inleiding tot Toegepaste Leerondersteuning*		7	16
LESE421	Learning Support: Applied Learning Support	*Leerondersteuning: Toegepaste Leerondersteuning*		7	16
LIFE112	Life Sciences for Education: Biochemistry and Cytology	*Lewenswetenskappe vir Onderwys: Biochemie en Sitiologie*	Gr 12 Life Sciences Level 4 / *Gr 12 Lewenswetenskappe Vlak 4*	5	12
LIFE122	Life Sciences for Education: Cell Processes and Tissues	*Lewenswetenskappe vir Onderwys: Selprosesse en Weefsels*	Gr 12 Life Sciences Level 4 / *Gr 12 Lewenswetenskappe Vlak 4*	6	12
LIFE212	Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae	*Lewenswetenskappe vir Onderwys: Taksonomie en Prosesse van Virusse, Bakterieë, Swamme, Alge en Plantagtige Protista*		6	12
LIFE222	Life Sciences for Education: Protista and Zoology	*Lewenswetenskappe vir Onderwys: Protista en Dierkunde*		6	16
LIFE312	Life Sciences for Education: Anatomy And Physiology of Man – Locomotion-, Muscle-, Transport-, Immunology- and Nutritional Systems	*Lewenswetenskappe vir Onderwys: Menslike Anatomie en Fisiologie van die Mens – Skelet-, Vervoer-, Immunologie- en Voedingstelsels*		6	16
LIFE322	Life Sciences for Education: Anatomy And Physiology of Man – Gaseous Exchange, Excretion, Osmoregulation and Co-Ordination Systems as well as Homeostasis and Temperature Regulation	*Lewenswetenskappe vir Onderwys: Menslike Anatomie en Fisiologie – Verwisseling van Gasse, Uitskeiding en Afskeiding, Osmotiese Regulering en Koördinasie Stelsels, asook Homeostase en Temperatuurregulering*		7	16
LIFE411	Life Sciences for Education: Environmental Studies – Ecology and Sustainable Living	*Lewenswetenskappe vir Onderwys: Omgewingstudies – Ekologie en Volhoubare Lewe*		7	16
LIFE421	Life Sciences for Education: Human Reproduction, Genetics and Continuity of Life	*Lewenswetenskappe vir Onderwys: Menslike Voortplanting, Genetika en Lewenskontinuïteit*		7	16
LOCC421	Language of Conversational Competence Endorsement	*Basiese Gesprekskommunikasie Endossement*		6	1
LOCC422	Language of Conversational Competence Endorsement: ECCE	*Basiese Gesprekskommunikasie Endossement: VKSO*		6	1
LOCE411	Life Orientation: The World of Work	*Lewensoriëntering: Die Wêreld van Werk*		7	16
LOCE421	Life Orientation: Career Education	*Lewensoriëntering: Beroepsonderwys*		7	16
LOLT422	Language of Learning and Teaching (i): FP and IP	*Onderrig-leertaal (i): GF en IF*		6	1
LOLT423	Language of Learning and Teaching (ii): FP and IP	*Onderrig-leertaal (ii): GF en IF*		6	1
LOLT424	Language of Learning and Teaching (English): Senior/FET Phase	*Onderrig-leertaal (Engels): Senior/VOO-Fase*		6	1
LOLT425	Language of Learning and Teaching: ECCE	*Onderrig-leertaal: VKSO*		6	1
LOPE311	Life Orientation: Physical Education – Exercise Science, Selected Recreational Movement Activities and Physical Fitness	*Lewensoriëntering: Liggaamlike Opvoeding – Oefenkunde, Uitgesoekte Ontspannings-Bewegingsaktiwiteite en Fisiese Fiksheid*		6	16

LOPE321	Life Orientation: Physical Education – Motor Learning, Sport and Selected Recreational Movement Activities	*Lewensoriëntering: Liggaamlike Opvoeding – Motoriese Leer, Sport en Uitgesoekte Ontspannings-Bewegingsaktiwiteite*		7	16
LOPV111	Life Orientation: Personal Life Skills and Ethics (i)	*Lewensoriëntering: Persoonlike Lewensvaardighede en Etiek (i)*	Gr 12 Life Orientation Level 4 / *Gr 12 Lewensvaardighede Vlak 4*	5	12
LOPV121	Life Orientation: Personal Life Skills and Ethics (ii)	*Lewensoriëntering: Persoonlike Lewensvaardighede en Etiek (ii)*	Gr 12 Life Orientation Level 4 / *Gr 12 Lewensvaardighede Vlak 4*	6	12
LOSE211	Life Orientation: Society and Environment (i)	*Lewensoriëntering: Samelewing en Omgewing (i)*		6	12
LOSE221	Life Orientation: Society and Environment (ii)	*Lewensoriëntering: Samelewing en Omgewing (ii)*		6	12
LSIN111	Introduction to Life Skills: Intermediate Phase	*Inleiding tot Lewensvaardighede: Intermediêrefase*		5	8
LSIP111	Life Skills Intermediate Phase: Personal Development (i)	*Lewensvaardighede Intermediêre-fase: Persoonlike Ontwikkeling (i)*		5	12
LSIP211	Life Skills Intermediate Phase: Personal Development (ii)	*Lewensvaardighede Intermediêre-fase: Persoonlike Ontwikkeling (ii)*		6	8
LSIP221	Life Skills Intermediate Phase: Social and Environmental Responsibility	*Lewensvaardighede Intermediêre-fase: Sosiale en Omgewingsverantwoordelikheid*		6	8
LSIP311	Life Skills Intermediate Phase: Physical Education (i)	*Lewensvaardighede Intermediêre-fase: Liggaamlike Opvoeding (i)*		7	8
LSIP321	Life Skills Intermediate Phase: Physical Education (ii)	*Lewensvaardighede Intermediêre-fase: Liggaamlike Opvoeding (ii)*		7	8
LSIP411	Life Skills Intermediate Phase: Creative Arts (Music)	*Lewensvaardighede Intermediêre-fase: Skeppende Kunste (Musiek)*		7	8
LSIP421	Life Skills Intermediate Phase: Creative Arts (Visual Art and Drama)	*Lewensvaardighede Intermediêre-fase: Skeppende Kunste (Visuele Kuns en Drama)*		7	8
LSKA211	Life Skills: Visual Arts for Teaching and Learning in the Foundation Phase	*Lewensvaardighede: Visuele Kunste vir Onderrig-Leer in die Grondslagfase*		6	8
LSKM221	Life Skills in the Foundation Phase: Music	*Lewensvaardighede in die Grondslagfase: Musiek*		6	8
LSKN321	Life Skills for Early Childhood Education Development: Natural Science and Technology	*Lewensvaardighede vir Vroeë Kinderopvoeding en -Ontwikkeling: Natuurwetenskap en Tegnologie*		6	8
LSKP312	Life Skills Foundation Phase: Physical Education	*Lewensvaardighede Grondslagfase: Liggaamlike Opvoeding*		6	8
LSKS111	Life Skills for Early Childhood Education Development: Social Sciences	*Lewensvaardighede vir Vroeë Kinderopvoeding en -Ontwikkeling: Sosiale Wetenskappe*		5	8
LSPP411	Life Skills for Early Childhood Education Development: Health Sciences	*Lewensvaardighede vir Vroeë Kinderopvoeding en -Ontwikkeling: Gesondheidswetenskappe*		7	8
LTSF420	Language of Learning and Teaching (Afrikaans): Senior/FET Phase	*Onderrig-leertaal (Afrikaans): Senior/VOO-Fase*		6	1
LTSF421	Language of Learning and Teaching (Sepedi): Senior/FET Phase	*Onderrig-leertaal (Sepedi): Senior/VOO-Fase*		6	1
LTSF422	Language of Learning and Teaching (Sesotho): Senior/FET Phase	*Onderrig-leertaal (Sesotho): Senior/VOO-Fase*		6	1
LTSF423	Language of Learning and Teaching (Setswana): Senior/FET Phase	*Onderrig-leertaal (Setswana): Senior/VOO-Fase*		6	1
LTSF424	Language of Learning and Teaching (IsiZulu): Senior/FET Phase	*Onderrig-leertaal (IsiZulu): Senior/VOO-Fase*		6	1
LTSF425	Language of Learning and Teaching (IsiXhosa): Senior/FET Phase	*Onderrig-leertaal (IsiXhosa): Senior/VOO-Fase*		6	1
LTSF426	Language of Learning and Teaching (IsiNdebele): Senior/FET Phase	*Onderrig-leertaal (IsiNdbele): Senior/VOO-Fase*		6	1
LTSF427	Language of Learning and Teaching (SiSwati): Senior/FET Phase	*Onderrig-leertaal (SiSwati): Senior/VOO-Fase*		6	1

LTSF428	Language of Learning and Teaching (Tshivenda): Senior/FET Phase	*Onderrig-leertaal (Tshivenda): Senior/VOO-Fase*		6	1
LTSF429	Language of Learning and Teaching (Xitsonga): Senior/FET Phase	*Onderrig-leertaal (Xitsonga): Senior/VOO-Fase*		6	1
MAIP121	Mathematics Intermediate Phase: Mathematical Problem Solving	*Wiskunde vir die Intermediêrefase: Wiskundige Probleemoplossing*	Gr 12 Mathematics (45%) / *Gr 12 Wiskunde (45%)*	5	12
MAIP211	Mathematics Intermediate Phase: Numeration Systems and Number Theory	*Wiskunde Intermediêrefase: Numereringstelsels en Getalleteorie*		6	8
MAIP221	Mathematics Intermediate Phase: Functional Relationships	*Wiskunde Intermediêrefase: Funksionele Verwantskappe*		6	8
MAIP311	Mathematics Intermediate Phase: Proportional Reasoning	*Wiskunde Intermediêrefase: Proporsionele Redenering*		6	8
MAIP321	Mathematics Intermediate Phase: Space and Shape	*Wiskunde Intermediêrefase: Ruimte en Vorm*		7	8
MAIP411	Mathematics Intermediate Phase: Measurement	*Wiskunde Intermediêrefase: Meting*		7	8
MAIP421	Mathematics Intermediate Phase: Data Handling	*Wiskunde Intermediêrefase: Datahantering*		7	8
MATF111	Introduction to Mathematics: Numbers, Operations and Data Handling	*Inleiding tot Wiskunde: Getalle, Bewerkings en Datahantering*		5	8
MATH111	Mathematics for the Senior and FET Phase: Numbers, Relationships and Number Systems	*Wiskunde vir die Senior en VOO-Fase: Getalle, Verwantskappe en Numeriese Stelsels*	Gr 12 Mathematics Level 4 / Gr 12 Wiskunde Vlak 4	5	12
MATH121	Mathematics for the Senior and FET Phase: Exploring Space and Shape	*Wiskunde vir die Senior en VOO-Fase: Verkenning van Ruimte en Vorm*	Gr 12 Mathematics Level 4 / Gr 12 Wiskunde Vlak 4	6	12
MATH211	Mathematics for the Senior and FET Phase: A Model-Based Approach to Functions	*Wiskunde vir die Senior en VOO-Fase: ŉ Model-Gebaseerde Benadering tot Funksies*	PASS / *SLAAG:* MATH111	6	12
MATH221	Mathematics for the Senior and FET Phase: The Interaction Between Algebra and Geometry	*Wiskunde vir die Senior en VOO-Fase: Die Interaksie Tussen Algebra en Meetkunde*	PASS / SLAAG: MATH111, MATH 121	6	16
MATH311	Mathematics for the Senior and FET Phase: Statistics and Probability	*Wiskunde vir die Senior en VOO-Fase: Statistiek en Waarskynlikheid*	PASS / *SLAAG:* MATH111	6	16
MATH321	Mathematics for the Senior and FET Phase: Euclidean and Spherical Geometry	*Wiskunde vir die Senior en VOO-Fase: Euklidiese en Sferiese Meetkunde*	PASS / *SLAAG:* MATH121, MATH221	7	16
MATH411	Mathematics for the Senior and FET Phase: Differentiation and Integration Calculus	*Wiskunde vir die Senior en VOO-Fase: Differensiaal- en Integraalrekening*	PASS / SLAAG: MATH211	7	16
MATH421	Mathematics for the Senior and FET Phase: Multi-Dimensional Algebra and Numerical Methods	*Wiskunde vir die Senior en VOO-Fase: Multidimensionele Algebra en Numeriese Metodes*	PASS / SLAAG: MATH111, MATH221	7	16
MATV111	Mathematics for Senior Phase: Algebra	*Wiskunde vir Seniorfase: Algebra*		5	8
MATV121	Mathematics for Senior Phase: Geometry	*Wiskunde vir Seniorfase: Meetkunde*		5	8
MFPC111	Mathematics for Early Childhood Education and Development: Learning and Teaching Theories and Strategies in Primary Mathematics	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Leer-Onderrigteorieë en -Strategieë in Primêre Wiskunde*		5	12
MFPC121	Mathematics for Early Childhood Education and Development: Number Sense and Operations	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Getalbegrip en Bewerkings*		6	12
MFPC221	Mathematics for Early Childhood Education and Development: Geometry and Measurement of Primary Mathematics	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Meetkunde en Meting in Primêre Wiskunde*		6	12
MFPC311	Mathematics for Early Childhood Education and Development: Number Theory, Number Patterns and Data Handling in Primary Mathematics	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Getalleteorie, Getalpatrone en Datahantering in Primêre Wiskunde*		6	8

MFPC321	Mathematics for Early Childhood Education and Development: Rational Numbers in Primary Mathematics	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Rasionale Getalle in Primêre Wiskunde*		6	8
MFPC411	Mathematics for Early Childhood Education and Development: Language in Mathematics	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Taal in Wiskunde*		7	12
MFPP421	Mathematics for Early Childhood Education and Development: Early Preschool Mathematics (Informal Phase)	*Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Voorskoolse Wiskunde (Informele Fase)*		7	12
MLIT111	Mathematical Literacy: Numbers and Operations in Context	*Wiskundige Geletterdheid: Getalle en Bewerkings in Konteks*	Mathematics (45%) or Mathematical Literacy (65%) / *Wiskunde (45%) of Wiskunde Geletterdheid (65%)*	5	12
MLIT121	Mathematical Literacy: Space, Shape and Measurement	*Wiskundige Geletterdheid: Ruimte, Vorm en Meting*	Mathematics (45%) or Mathematical Literacy (65%) / *Wiskunde (45%) of Wiskunde Geletterdheid (65%)*	6	12
MLIT211	Mathematical Literacy: Functional Relationships	*Wiskundige Geletterdheid: Funksionele Verwantskappe*		6	12
MLIT221	Mathematical Literacy: Financial World	*Wiskundige Geletterdheid: Finansiële Wêreld*		6	16
MLIT311	Mathematical Literacy: Statistics and Probability	*Wiskundige Geletterdheid: Statistiek en Waarskynlikheid*		6	16
MLIT321	Mathematical Literacy: Euclidean Geometry	*Wiskundige Geletterdheid: Euklidiese Meetkunde*		7	16
MLIT411	Mathematical Literacy: Trigonometry	*Wiskundige Geletterdheid: Trigonometrie*		7	16
MLIT421	Mathematical Literacy: Analytical Geometry	*Wiskundige Geletterdheid: Analitiese Meetkunde*		7	16
MTEC111[2]	Bridging course Mathematics for FET Technology students.	*Brugkurses Wiskunde vir VOO Tegnologie studente.*		4	8
MTEC121[3]	Bridging course Mathematics for FET Technology students.	*Brugkurses Wiskunde vir VOO Tegnologie studente.*		5	8
MTLS212	Multi-Grade and Learning Support in the Foundation and Intermediate Phase	*Multi-graad en Leerondersteuning in die Grondslag- en Intermediêrefase*		6	8
MUSI111	An Introduction to Music as Part of the Subject Creative Arts in the Senior Phase	*'n Inleiding tot Musiek as Deel van die Vak Skeppende Kunste in die Seniorfase*		5	8
MUSI121	Practical Applications of Music as Part of the Subject Creative Arts in the Senior Phase	*Praktiese Toepassings van Musiek as Deel van die Vak Skeppende Kunste in die Seniorfase*		6	8
MUSI211	Educational Theories and Practical Application for Teaching in the Senior Phase	*Opvoedkundige Teorieë en Praktiese Toepassings vir Onderrig in die Seniorfase*		6	8
NSSP111	Natural Sciences: Life and Living	*Natuurwetenskappe: Die Lewe en Lewende Objekte*		5	8
NSSP112	Natural Sciences: Matter and Materials	*Natuurwetenskappe: Materie en Materiale*		5	8
NSSP121	Natural Sciences: Introductory Mechanics in Natural Science	*Natuurwetenskappe: Inleidende Meganika in Natuur- en Skeikunde*		6	8
NSSP211	Natural Sciences: Introduction to Physical Geography	*Natuurwetenskappe: Inleiding tot Fisiese Geografie*		6	8

[2] Students that do not meet the minimum requirements, must complete the non-credit bearing additional bridging modules MTEC 111 / *Studente wat nie aan die minimum toelatingsvereistes voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 voltooi.*

[3] Students that do not meet the minimum requirements, must complete the non-credit bearing additional bridging modules MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC121 voltooi.*

NSTL111	Natural Sciences and Technology (Intermediate Phase): Processes and Methods	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Prosesse en Metodes*		5	12
NSTL211	Natural Sciences and Technology (Intermediate Phase): Matter, Materials and Structures	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Materie, Materiale en Strukture*		6	8
NSTL221	Natural Sciences and Technology (Intermediate Phase): Energy, Change, Systems and Control	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Energie, Verandering, Stelsels en Beheer*		6	8
NSTL311	Natural Sciences and Technology (Intermediate Phase): Life, Living, Structures and Systems	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Die Lewe, Lewende Objekte, Strukture en Stelsels*		7	8
NSTL321	Natural Sciences and Technology (Intermediate Phase): Earth and Beyond	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Die Aarde en die Ruimte*		7	8
NSTL411	Natural Sciences and Technology (Intermediate Phase): Inquiry Based Learning	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Ondersoek-Gebaseerde Leer*		7	8
NSTL421	Natural Sciences and Technology (Intermediate Phase): Problem and Project Based Learning	*Natuurwetenskappe en Tegnologie (Intermediêrefase): Probleem- en Projekgebaseerde Leer*		7	8
PEAF211	Sepedi First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*Sepedi Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Keuse en Evaluering van Kinderliteratuur*		5	8
PEAF221	Sepedi First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	*Sepedi Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		6	8
PEAF311	Sepedi First Additional Language in FP Teaching: Language, Culture and Picture Books	*Sepedi Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke*		6	8
PEAF321	Sepedi First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*Sepedi Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Stelsel en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		6	8
PEAF411	Sepedi First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	*Sepedi Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig, asook Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	8
PEAF421	Sepedi First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*Sepedi Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Kwessies in Kinderliteratuur*		7	8
PECL121	Language of Conversational Competence: Sepedi	*Sepedi: Basiese Gesprekskommunikasie*		5	8
PEFF111	Sepedi Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*Sepedi Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 Sepedi Home Language Level 4 / *Gr 12 Sepedi Huistaal Vlak 4*	5	12
PEFF121	Sepedi Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*Sepedi Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 Sepedi Home Language Level 4 / *Gr 12 Sepedi Huistaal Vlak 4*	6	12
PEFF211	Sepedi Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*Sepedi Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
PEFF221	Sepedi Home Language FP: Semantics, Vocabulary and Picture Books	*Sepedi Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
PEFF311	Sepedi Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*Sepedi Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12

PEFF321	Sepedi Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*Sepedi Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		7	12
PEFF411	Sepedi Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*Sepedi Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
PEFF421	Sepedi Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*Sepedi Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12
PEFI111	Sepedi Home Language: Introductory Linguistics, Instructional Perspectives and Types of Literatures	*Sepedi Huistaal: Inleidende Linguistiek, Onderrigsperspektiewe en Letterkundetipes*	Gr 12 Sepedi Home Language Level 4 / *Gr 12 Sepedi Huistaal Vlak 4*	5	12
PEFI121	Sepedi Home Language: Phonetics, Phonology, Instructional Methods and Speaking Skills	*Sepedi Huistaal: Fonetiek, Fonologie, Onderrigmetodes en Spraakvaardighede*		6	12
PEFI211	Sepedi Home Language: History of Literatures, Morphology, the Study of Children's Literature, Reading and Visual Skills	*Sepedi Huistaal: Geskiedenis van Letterkunde, Morfologie, die Studie van Kinderliteratuur, Lees- en Visuele Vaardighede*		6	12
PEFI221	Sepedi Home Language: Morphology, Children's Literature, Instructional Methods, Reading and Assessment	*Sepedi Huistaal: Morfologie, Kinderliteratuur, Onderrigmetodes, Leeswerk en Assessering*		6	12
PEFI312	Sepedi Home Language: Morphology, Syntax, Traditional Literature and Writing	*Sepedi Huistaal: Morfologie, Sintaksis, Tradisionele Letterkunde en Skryfwerk*		7	8
PEFI322	Sepedi Home Language: Semantics, Vocabulary, Creative Writing, Children's Literature and Assessment	*Sepedi Huistaal: Semantiek, Woordeskat, Skeppende Skryfwerk, Kinderliteratuur en Assessering*		7	8
PEFI411	Sepedi Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment	*Sepedi Huistaal: Diskoersanalise, Pragmatiek, Begrip, Nie-Literêre Tekste en Assessering*		7	12
PEFI421	Sepedi Home Language: Research – Literature, Linguistics, Instructional Methods and Assessment	*Sepedi Huistaal: Navorsing – Letterkunde, Linguistiek, Onderrigmetodes en Assessering*		8	12
PEIP211	Sepedi Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase	*Sepedi Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase*		6	8
PEIP221	Sepedi Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase	*Sepedi Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase*		6	8
PEIP311	Sepedi Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase	*Sepedi Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase*		6	8
PEIP321	Sepedi Additional Language: Language Structures and -Education in the Intermediate Phase	*Sepedi Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase*		7	8
PEIP411	Sepedi Additional Language: Lesson Planning and Cycle Compositions	*Sepedi Addisionele Taal: Lesbeplanning en Siklussamestellings*		7	8
PEIP421	Sepedi Additional Language: Assessment in the Intermediate Phase	*Sepedi Addisionele Taal: Assessering in die Intermediêrefase*		7	8
PESP111	Physical Education and Sport Management: Sport and Physical	*Liggaamlike Opvoeding en Sportbestuur: Sport- en Liggaamlike*		5	12

	Education History, Sport Ethics, Basic Sport Skills	*Opvoedingsgeskiedenis, Sportetiek en Basiese Sportvaardighede*			
PESP121	Physical Education and Sport Management: Basic Sport Management and Educational Gymnastics	*Liggaamlike Opvoeding en Sportbestuur: Basiese Sportbestuur en Opvoedkundige Gimnastiek*		6	12
PESP211	Physical Education and Sport Management: Applied Anatomy, Physiology and Exercise Science	*Liggaamlike Opvoeding en Sportbestuur: Toegepaste Anatomie, Fisiologie en Oefenkunde*		6	12
PESP221	Physical Education and Sport Management: Outdoor Recreational Activities, Educational Dance and Games	*Liggaamlike Opvoeding en Sportbestuur: Buitemuurse Ontspanningsaktiwiteite, Opvoedkundige Danse en Speletjies*		6	16
PESP311	Physical Education and Sport Management: Motor Learning and Talent Identification	*Liggaamlike Opvoeding en Sportbestuur: Motoriese Leer en Talentidentifisering*		6	16
PESP321	Physical Education and Sport Management: Sport Skills, Sport Games and Assessment	*Liggaamlike Opvoeding en Sportbestuur: Sportvaardighede, Sportkompetisies en Assessering*		7	16
PESP411	Physical Education and Sport Management: Sport Psychology and Adapted Physical Education	*Liggaamlike Opvoeding en Sportbestuur: Sportsielkunde en Aangepaste Liggaamlike Opvoeding*		7	16
PESP421	Physical Education and Sport Management: Advanced Sport and Physical Education Management	*Liggaamlike Opvoeding en Sportbestuur: Gevorderde Sport- en Liggaamlike Opvoedingbestuur*		7	16
PHSE112	Physical Science: Basic Chemistry Principles and Stoichiometry of Chemical Reactions in the Senior/FET Phase	*Fisiese Wetenskappe: Basiese Chemie Beginsels en Stoïgiometrie van Chemiese Reaksies in die Senior/VOO-Fase*	Gr 12 Physical Sciences (Level 4) and Mathematics (Level 4) / *Gr 12 Fisiese Wetenskappe (Vlak 4) en Wiskunde (Vlak 4)*	5	12
PHSE122	Physical Science: Introductory Mechanics in the Senior/FET Phase	*Fisiese Wetenskappe: Inleidende Meganika in die Senior/VOO-Fase*	Gr 12 Physical Sciences (Level 4) and Mathematics (Level 4) / *Gr 12 Fisiese Wetenskappe (Vlak 4) en Wiskunde (Vlak 4)*	6	12
PHSE212	Physical Science: Advanced Mechanics and Introduction to Theory of Electricity in the Senior/FET Phase	*Fisiese Wetenskappe: Gevorderde Meganika en Inleiding tot die Teorie van Elektrisiteit in die Senior/VOO-Fase*	PASS / *SLAAG:* PHSE122	6	12
PHSE222	Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET Phase	*Fisiese Wetenskappe: Die Struktuur van Materie en Organiese Chemie in die Senior/VOO-Fase*		6	16
PHSE312	Physical Science: Control of Chemical Reactions in the Senior/FET Phase	*Fisiese Wetenskappe: Beheer van Chemiese Reaksies in die Senior/VOO-Fase*		6	16
PHSE322	Physical Science: Electricity and Magnetism, Oscillations and Waves in the Senior/FET Phase	*Fisiese Wetenskappe: Elektrisiteit en Magnetisme, Ossillasies en Golwe in die Senior/VOO-Fase*	PASS / *SLAAG:* PHSE122	7	16
PHSE412	Physical Science: Physical and Geometric Optics and Theory of Heat in the Senior/FET Phase	*Fisiese Wetenskappe: Fisiese en Geometriese Optika en Teorie van Hitte in die Senior/VOO-Fase*		7	16
PHSE422	Physical Science: Chemistry and Chemical Industries in the Senior/FET Phase	*Fisiese Wetenskappe: Skeikunde en Chemiese Nywerhede in die Senior/VOO-Fase*		7	16
READ121	Strategic Reading in the Content Areas	*Strategiese Lees binne Inhoudsdomeine*		5	8
RESF423	Introduction to Research in Education	*Inleiding tot Navorsing in Onderwys*		7	12
SEAF211	Setswana First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*Setswana Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Keuse en Evaluering van Kinderliteratuur*		5	8
SEAF221	Setswana First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	*Setswana Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		6	8

SEAF311	Setswana First Additional Language in FP Teaching: Language, Culture and Picture Books	*Setswana Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke*		6	8
SEAF321	Setswana First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*Setswana Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Stelsel en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		6	8
SEAF411	Setswana First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	*Setswana Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig, asook Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	8
SEAF421	Setswana First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*Setswana Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Kwessies in Kinderliteratuur*		7	8
SECL121	Language of Conversational Competence: Setswana	*Setswana: Basiese Gesprekskommunikasie*		5	8
SEFF111	Setswana Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*Setswana Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 Setswana Home Language Level 4 / *Gr 12 Setswana Huistaal Vlak 4*	5	12
SEFF121	Setswana Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*Setswana Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 Setswana Home Language Level 4 / *Gr 12 Setswana Huistaal Vlak 4*	6	12
SEFF211	Setswana Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*Setswana Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
SEFF221	Setswana Home Language FP: Semantics, Vocabulary and Picture Books	*Setswana Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
SEFF311	Setswana Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*Setswana Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12
SEFF321	Setswana Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*Setswana Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		7	12
SEFF411	Setswana Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*Setswana Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
SEFF421	Setswana Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*Setswana Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12
SEFI111	Setswana Home Language: Introductory Linguistics, Instructional Perspectives and Types of Literatures	*Setswana Huistaal: Inleidende Linguistiek, Onderrigsperspektiewe en Letterkundetipes*	Gr 12 Setswana Home Language Level 4 / *Gr 12 Setswana Huistaal Vlak 4*	5	12
SEFI121	Setswana Home Language: Phonetics, Phonology, Instructional Methods and Speaking Skills	*Setswana Huistaal (M): Fonetiek, Fonologie, Onderrigmetodes en Spraakvaardighede*	Gr 12 Setswana Home Language Level 4 / *Gr 12 Setswana Huistaal Vlak 4*	6	12
SEFI211	Setswana Home Language: History of Literatures, Morphology, the Study of Children's Literature, Reading and Visual Skills	*Setswana Huistaal: Geskiedenis van Letterkunde, Morfologie, die Studie van Kinderliteratuur, Lees- en Visuele Vaardighede*		6	12
SEFI221	Setswana Home Language: Morphology, Children's Literature, Instructional Methods, Reading and Assessment	*Setswana Huistaal: Morfologie, Kinderliteratuur, Onderrigmetodes, Leeswerk en Assessering*		6	12

SEFI312	Setswana Home Language: Morphology, Syntax, Traditional Literature and Writing	*Setswana Huistaal: Morfologie, Sintaksis, Tradisionele Letterkunde en Skryfwerk*		7	8
SEFI322	Setswana Home Language: Semantics, Vocabulary, Creative Writing, Children's Literature and Assessment	*Setswana Huistaal: Semantiek, Woordeskat, Skeppende Skryfwerk, Kinderliteratuur en Assessering*		7	8
SEFI411	Setswana Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment	*Setswana Huistaal: Diskoersanalise, Pragmatiek, Begrip, Nie-Literêre Tekste en Assessering*		7	12
SEFI421	Setswana Home Language: Research – Literature, Linguistics, Instructional Methods and Assessment	*Setswana Huistaal: Navorsing – Letterkunde, Linguistiek, Onderrigmetodes en Assessering*		8	12
SEFV111	Setswana Home Language: Phonetics, Phonology and Listening Skills and Youth Narratives and Methodologies	*Setswana Huistaal: Fonetiek, Fonologie en Luistervaardighede, Jeugvertellings en Metodologieë*	Gr 12 Setswana Home Language Level 4 / *Gr 12 Setswana Huistaal Vlak 4*	5	12
SEFV121	Setswana Home Language: Morphology, History of Setswana Orthography, Speaking Skills and Traditional Narratives and Methodologies	*Setswana Huistaal: Morfologie, Geskiedenis van Tswana-Ortografie, Spraakvaardighede en Tradisionele Verhale en Metodologieë*	Gr 12 Setswana Home Language Level 4 / *Gr 12 Setswana Huistaal Vlak 4*	6	12
SEFV211	Setswana Home Language: Syntax, Fluency, Poetry, Listening and Speaking Skills Integration and Methodologies	*Setswana Huistaal: Sintaksis, Vlotheid, Poësie, Luister- en Spraakvaardigheidsintegrasie en Metodologieë*		6	12
SEFV221	Setswana Home Language: Multiculturalism, Multilingualism, Ubuntu in Educational Contexts, Dictionaries and Methodologies	*Setswana Huistaal: Multikulturalisme, Veeltaligheid, Ubuntu Binne Opvoedkundige Kontekste, Woordeboeke en Metodologieë*		6	16
SEFV311	Setswana Home Language: Semantics, Drama, Discourse Analysis, Pragmatics, Reading Skills and Methodologies	*Setswana Huistaal: Semantiek, Drama, Diskoersanalise, Pragmatiek, Leesvaardighede en Metodologieë*		6	16
SEFV321	Setswana Home Language: Comprehension, Reading, Creative Writing, Drama and Methodologies	*Setswana Huistaal: Begrip, Leeswerk, Skeppende Skryfwerk, Drama en Metodologieë*		7	16
SEFV411	Setswana Home Language: Biographies, Types of Informational Texts in Education and Methodologies	*Setswana Huistaal: Biografieë, Inligtingstekstipes in die Onderwys en Metodologieë*		7	16
SEFV421	Setswana Home Language: Research, Literary Text Production and Methodologies	*Setswana Huistaal: Navorsing, Literêre Teksproduksie en Metodologieë*		7	16
SEIP211	Setswana Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase	*Setswana Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase*		6	8
SEIP221	Setswana Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase	*Setswana Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase*		6	8
SEIP311	Setswana Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase	*Setswana Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase*		6	8
SEIP321	Setswana Additional Language: Language Structures and -Education in the Intermediate Phase	*Setswana Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase*		7	8
SEIP411	Setswana Additional Language: Lesson Planning and Cycle Compositions	*Setswana Addisionele Taal: Lesbeplanning en Siklussamestellings*		7	8

SEIP421	Setswana Additional Language: Assessment in the Intermediate Phase	*Setswana Addisionele Taal: Assessering in die Intermediêrefase*		7	8
SOAF211	Sesotho First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*Sesotho Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Keuse en Evaluering van Kinderliteratuur*		6	12
SOAF221	Sesotho First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	*Sesotho Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		6	12
SOAF311	Sesotho First Additional Language in FP Teaching: Language, Culture and Picture Books	*Sesotho Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke*		7	12
SOAF321	Sesotho First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*Sesotho Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Stelsel en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12
SOAF411	Sesotho First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	*Sesotho Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig, asook Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
SOAF421	Sesotho First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*Sesotho Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Kwessies in Kinderliteratuur*		8	12
SOFF111	Sesotho Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*Sesotho Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 Sesotho Home Language Level 4 / *Gr 12 Sesotho Huistaal Vlak 4*	5	12
SOFF121	Sesotho Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*Sesotho Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 Sesotho Home Language Level 4 / *Gr 12 Sesotho Huistaal Vlak 4*	6	12
SOFF211	Sesotho Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*Sesotho Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
SOFF221	Sesotho Home Language FP: Semantics, Vocabulary and Picture Books	*Sesotho Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
SOFF311	Sesotho Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*Sesotho Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12
SOFF321	Sesotho Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*Sesotho Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		7	12
SOFF411	Sesotho Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*Sesotho Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
SOFF421	Sesotho Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*Sesotho Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12
SOFI111	Sesotho for the Intermediate Phase: Advanced Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling	*Sesotho vir die Intermediêrefase: Gevorderde Sesotho-Fonetiek, Fonologie, Klankbewustheid en Spelling*	Gr 12 Sesotho Home Language Level 4 / *Gr 12 Sesotho Huistaal Vlak 4*	5	12
SOFI121	Sesotho Home Language for the Intermediate Phase: Introduction to the Study of the History of Children's Literature – Picture Books	*Sesotho Huistaal vir die Intermediêrefase: Inleiding tot die Studie van die Geskiedenis van Kinderliteratuur – Prenteboeke*	Gr 12 Sesotho Home Language Level 4 / *Gr 12 Sesotho Huistaal Vlak 4*	6	12
SOFI211	Sesotho Home Language for the Intermediate Phase: Development of Sesotho Syntax – Analysing Sesotho Morphology, Phonics, Word	*Sesotho Huistaal vir die Intermediêrefase: Ontwikkeling van Sesotho-Sintaksis – Analise van Sesotho Morfologie, Fonetiek,*		6	12

	Construction and Alphabetic Principle	*Woordkonstruksie en Alfabetiese Beginsel*			
SOFI221	Sesotho Home Language for the Intermediate Phase: Introduction to Traditional and Modern Poetry – Poetic Styles and Meaning	*Sesotho Huistaal vir die Intermediêrefase: Inleiding tot Tradisionele en Moderne Poësie – Digtrant en Betekenis*		6	12
SOFI312	Sesotho Home Language for the Intermediate Phase: Development of Vocabulary and Meaning - Dictionary Skills, Morphology and Analysis and Creation of Sentence Context	*Sesotho Huistaal vir die Intermediêrefase: Ontwikkeling van Woordeskat en Betekenis – Woordeboekvaardighede, Morfologie en Analise en Skepping van Sinsverband*		7	8
SOFI322	Sesotho Home Language for the Intermediate Phase: Creative and Critical Reading – Novels and Short Stories	*Sesotho Huistaal vir die Intermediêrefase: Skeppende en Kritiese Leeswerk – Romans en Kortverhale*		7	8
SOFI411	Sesotho Home Language for the Intermediate Phase: Advanced Discourse Analysis – Paragraphing, Paraphrasing, Summarizing and Editing a Text	*Sesotho Huistaal vir die Intermediêrefase: Gevorderde Diskoersanalise – Paragrafering, Parafrasering, Opsomming en Redigering van 'n Teks*		7	12
SOFI421	Sesotho Home Language for the Intermediate Phase: Language Assessment and Critical Issues in Children's Literature	*Sesotho Huistaal vir die Intermediêrefase: Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12
SOFV111	Sesotho Home Language: Introduction to Complex Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling	*Sesotho Huistaal: Inleiding tot Komplekse Sesotho-Fonetiek, Fonologie, Klankbewustheid en Spelling*	Gr 12 Sesotho Home Language Level 4 / *Gr 12 Sesotho Huistaal Vlak 4*	5	12
SOFV121	Sesotho Home Language: Introduction to the Origin of Sesotho Literature	*Sesotho Huistaal: Inleiding tot die Ontstaan van Sesotho-Letterkunde*	Gr 12 Sesotho Home Language Level 4 / *Gr 12 Sesotho Huistaal Vlak 4*	6	12
SOFV211	Sesotho Home Language: Development and Evaluation of Sesotho Syntax Fluency	*Sesotho Huistaal: Ontwikkeling en Evaluering van Sesotho-Sintaksis en Vlotheid van Spraak*		6	12
SOFV221	Sesotho Home Language: Introduction to Traditional and Modern Poetry	*Sesotho Huistaal: Inleiding tot Tradisionele en Moderne Poësie*		6	16
SOFV311	Sesotho Foundation Language: Semantics and Vocabulary Development	*Sesotho Grondslagtaal: Semantiek en Woordeskatontwikkeling*		6	16
SOFV321	Sesotho Home Language: Creative and Critical Reading	*Sesotho Huistaal: Skeppende en Kritiese Leeswerk*		7	16
SOFV411	Sesotho Home Language: Complex Discourse Analysis	*Sesotho Huistaal: Komplekse Diskoersanalise*		7	16
SOFV421	Sesotho Home Language: Language Assessment and Critical Issues in Senior Phase Literature	*Sesotho Huistaal: Taalassessering en Kritieke Kwessies in Seniorfase-Letterkunde*		7	16
SOIP211	Sesotho Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase	*Sesotho Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase*		6	8
SOIP221	Sesotho Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase	*Sesotho Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase*		6	8
SOIP311	Sesotho Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase	*Sesotho Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase*		6	8
SOIP321	Sesotho Additional Language: Language Structures and -Education in the Intermediate Phase	*Sesotho Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase*		7	8

SOIP411	Sesotho Additional Language: Lesson Planning and Cycle Compositions	*Sesotho Addisionele Taal: Lesbeplanning en Siklussamestellings*		7	8
SOIP421	Sesotho Additional Language: Assessment in the Intermediate Phase	*Sesotho Addisionele Taal: Assessering in die Intermediêrefase*		7	8
SOLC121	Language of Conversational Competence: Sesotho	*Sesotho: Basiese Gesprekskommunikasie*		5	8
SSCE121	Social Sciences for the Intermediate Phase: Ancient African History and Geography of RSA	*Sosiale Wetenskappe vir die Intermediêrefase: Antieke Afrika-Geskiedenis en Geografie van RSA*		5	12
SSCE211	Social Sciences for the Intermediate Phase: Planetary Geography and Climatology	*Sosiale Wetenskappe vir die Intermediêrefase: Planetêre Geografie en Klimatologie*		6	8
SSCE221	Social Sciences for the Intermediate Phase: The Effects of Changes – Europe and Africa (1400-1900)	*Sosiale Wetenskappe vir die Intermediêrefase: Die Invloed van Verandering – Europa en Afrika (1400-1900)*		6	8
SSCE311	Social Sciences for the Intermediate Phase: Urban Geography	*Sosiale Wetenskappe vir die Intermediêrefase: Stedelike Geografie*		6	8
SSCE321	Social Sciences for the Intermediate Phase: Transport, Communication and Health Systems	*Sosiale Wetenskappe vir die Intermediêrefase: Vervoer-, Kommunikasie- en Gesondheidstelsels*		7	8
SSCE411	Social Sciences for the Intermediate Phase: Introduction to Geomorphology	*Sosiale Wetenskappe vir die Intermediêrefase: Inleiding tot Geomorfologie*		7	8
SSCE421	Social Sciences for the Intermediate Phase: Modern South African Democracy (1990-Present)	*Sosiale Wetenskappe vir die Intermediêrefase: Moderne Suid-Afrikaanse Demokrasie (1990-Huidig)*		7	8
SSSE112	Introduction to Social Sciences for Education	*Inleiding tot Sosiale Wetenskappe vir Onderwys*		5	8
TPED176	Teaching Practise (Foundation Phase Education)	*Onderwyspraktyk (Grondslagfase Opvoedkunde)*		6	16
TPED177	Teaching Practise (Intermediate Phase Education)	*Onderwyspraktyk (Intermediêrefase Opvoedkunde)*		6	16
TPED178	Teaching Practise (Senior & FET Phase Education)	*Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)*		6	16
TPED179	Work-integrated Learning (ECCE)	*Werksgeïntegreerde Leer (VKSO)*		6	16
TPED276	Teaching Practise (Foundation Phase Education)	*Onderwyspraktyk (Grondslagfase Opvoedkunde)*	PASS / SLAAG: TPED176	6	16
TPED277	Teaching Practise (Intermediate Phase Education)	*Onderwyspraktyk (Intermediêrefase Opvoedkunde)*	PASS / SLAAG: TPED177	6	16
TPED278	Teaching Practise (Senior & FET Phase Education)	*Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)*	PASS / SLAAG: TPED178	6	16
TPED279	Work-integrated Learning (ECCE)	*Werksgeïntegreerde Leer (VKSO)*	PASS / SLAAG: TPED179	6	16
TPED376	Teaching Practise (Foundation Phase Education)	*Onderwyspraktyk (Grondslagfase Opvoedkunde)*	PASS / SLAAG: TPED176, TPED276	7	16
TPED377	Teaching Practise (Intermediate Phase Education)	*Onderwyspraktyk (Intermediêrefase Opvoedkunde)*	PASS / SLAAG: TPED177, TPED277	7	16
TPED378	Teaching Practise (Senior & FET Phase Education)	*Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)*	PASS / SLAAG: TPED178, TPED278	7	16
TPED379	Work-integrated Learning (ECCE)	*Werksgeïntegreerde Leer (VKSO)*	PASS / SLAAG: TPED179, TPED279	7	16
TPED476	Teaching Practise (Foundation Phase Education)	*Onderwyspraktyk (Grondslagfase Opvoedkunde)*	PASS / SLAAG: TPED176, TPED276, TPED376	7	16
TPED477	Teaching Practise (Intermediate Phase Education)	*Onderwyspraktyk (Intermediêrefase Opvoedkunde)*	PASS / SLAAG: TPED177, TPED277, TPED377	7	16

TPED478	Teaching Practise (Senior & FET Phase Education)	*Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)*	PASS / SLAAG: TPED178, TPED278, TPED378	7	16
TPED479	Work-integrated Learning (ECCE)	*Werksgeïntegreerde Leer (VKSO)*	PASS / SLAAG: TPED179, TPED279, TPED379	7	16
UTEW221	Understanding the Education(al) World	*Verstaan die Opvoedkund(e/ige) Wêreld*		7	12
UTEW311	Understanding the Education(al) World	*Verstaan die Opvoedkund(e/ige) Wêreld*		7	12
VTEE223	Mechanical Technology for Teachers (ii)	*Meganiese Tegnologie vir Onderwysers (ii)*	PASS / SLAAG: FETM112	6	8
VTEE313	Mechanical Technology for Teachers (iii)	*Meganiese Tegnologie vir Onderwysers (iii)*		7	8
VTEE323	Mechanical Technology for Teachers (iv)	*Meganiese Tegnologie vir Onderwysers (iv)*		7	8
VTEE413	Mechanical Technology for Teachers (v)	*Meganiese Tegnologie vir Onderwysers (v)*		7	8
VTEE423	Mechanical Technology for Teachers (vi)	*Meganiese Tegnologie vir Onderwysers (vi)*		7	8
WSKT123	Support Mathematics for FET Technology Student Teachers	*Ondersteuningswiskunde vir VOO Tegnologie-Onderwysstudente*		6	12
XHAF211	IsiXhosa First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*IsiXhosa Eerste Addisionele Taal in GSF Onderrig: Taalverwerwing en -Ontwikkeling en Keuse en Evaluering van Kinderliteratuur*		5	8
XHAF221	IsiXhosa First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	I*siXhosa Eerste Addisionele Taal in GSF Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		5	8
XHAF311	IsiXhosa First Additional Language in FP Teaching: Language, Culture and Picture Books	IsiXhosa Eerste Addisionele Taal in GSF Onderrig: Taal, Kultuur en *Prenteboeke*		6	8
XHAF321	IsiXhosa First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*IsiXhosa Eerste Addisionele Taal in GSF Onderrig: Taal as 'n Sisteem en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		6	8
XHAF411	IsiXhosa First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	IsiXhosa Eerste Addisionele Taal in GSF Onderrig: Beplanning, *Implementering en Bestuur van Onderrig, asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie*		7	8
XHAF421	IsiXhosa First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*IsiXhosa Eerste Addisionele Taal in GSF Onderrig: Assessering en Kritieke Vraagstukke in Kinderliteratuur*		7	8
XHOF111	IsiXhosa Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*IsiXhosa Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 IsiXhosa Home Language Level 4 / *Gr 12 IsiXhosa Huistaal Vlak 4*	5	12
XHOF121	IsiXhosa Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*IsiXhosa Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 IsiXhosa Home Language Level 4 / *Gr 12 IsiXhosa Huistaal Vlak 4*	5	12
XHOF211	IsiXhosa Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*IsiXhosa Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
XHOF221	IsiXhosa Home Language FP: Semantics, Vocabulary and Picture Books	*IsiXhosa Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
XHOF311	IsiXhosa Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*IsiXhosa Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		6	12

XHOF321	IsiXhosa Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*IsiXhosa Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		6	12
XHOF411	IsiXhosa Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*IsiXhosa Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
XHOF421	IsiXhosa Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*IsiXhosa Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		7	12
ZUAF211	IsiZulu First Additional Language in FP Teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature	*IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Keuse en Evaluering van Kinderliteratuur*		5	8
ZUAF221	IsiZulu First Additional Language in FP Teaching: Foundational Knowledge and Multicultural Children's Literature	*IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur*		6	8
ZUAF311	IsiZulu First Additional Language in FP Teaching: Language, Culture and Picture Books	*IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke*		6	8
ZUAF321	IsiZulu First Additional Language in FP Teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies	*IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Stelsel en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		6	8
ZUAF411	IsiZulu First Additional Language in FP Teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction	*IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig, asook Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	8
ZUAF421	IsiZulu First Additional Language in FP Teaching: Assessment and Critical Issues in Children's Literature	*IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Kwessies in Kinderliteratuur*		7	8
ZUCL121	Language of Conversational Competence: IsiZulu	*IsiZulu: Basiese Gesprekskommunikasie*		5	8
ZUFF111	IsiZulu Home Language FP: Foundational Knowledge and Multicultural Children's Literature	*IsiZulu Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur*	Gr 12 IsiZulu Home Language Level 4 / *Gr 12 IsiZulu Huistaal Vlak 4*	5	12
ZUFF121	IsiZulu Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	*IsiZulu Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur*	Gr 12 IsiZulu Home Language Level 4 / *Gr 12 IsiZulu Huistaal Vlak 4*	6	12
ZUFF211	IsiZulu Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature	*IsiZulu Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur*		6	12
ZUFF221	IsiZulu Home Language FP: Semantics, Vocabulary and Picture Books	*IsiZulu Huistaal GSF: Semantiek, Woordeskat en Prenteboeke*		6	12
ZUFF311	IsiZulu Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	*IsiZulu Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë*		7	12
ZUFF321	IsiZulu Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts	*IsiZulu Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste*		7	12
ZUFF411	IsiZulu Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	*IsiZulu Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie*		7	12
ZUFF421	IsiZulu Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature	*IsiZulu Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur*		8	12

ZUFI111	IsiZulu Home Language: Introductory Linguistics, Instructional Perspectives and Types of Literatures	*IsiZulu Huistaal: Inleidende Linguistiek, Onderrigsperspektiewe en Letterkundetipes*	Gr 12 IsiZulu Home Language Level 4 / *Gr 12 IsiZulu Huistaal Vlak 4*	5	12
ZUFI121	IsiZulu Home Language: Phonetics, Phonology, Instructional Methods and Speaking Skills	*IsiZulu Huistaal (M): Fonetiek, Fonologie, Onderrigmetodes en Spraakvaardighede*	Gr 12 IsiZulu Home Language Level 4 / *Gr 12 IsiZulu Huistaal Vlak 4*	6	12
ZUFI211	IsiZulu Home Language: History of Literatures, Morphology, the Study of Children's Literature, Reading and Visual Skills	*IsiZulu Huistaal: Geskiedenis van Letterkunde, Morfologie, die Studie van Kinderliteratuur, Lees- en Visuele Vaardighede*		6	12
ZUFI221	IsiZulu Home Language: Morphology, Children's Literature, Instructional Methods, Reading and Assessment	*IsiZulu Huistaal: Morfologie, Kinderliteratuur, Onderrigmetodes, Leeswerk en Assessering*		6	12
ZUFI312	IsiZulu Home Language: Morphology, Syntax, Traditional Literature and Writing	*IsiZulu Huistaal: Morfologie, Sintaksis, Tradisionele Letterkunde en Skryfwerk*		7	8
ZUFI322	IsiZulu Home Language: Semantics, Vocabulary, Creative Writing, Children's Literature and Assessment	*IsiZulu Huistaal: Semantiek, Woordeskat, Skeppende Skryfwerk, Kinderliteratuur en Assessering*		7	8
ZUFI411	IsiZulu Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment	*IsiZulu Huistaal: Diskoersanalise, Pragmatiek, Begrip, Nie-Literêre Tekste en Assessering*		7	12
ZUFI421	IsiZulu Home Language: Research – Literature, Linguistics, Instructional Methods and Assessment	*IsiZulu Huistaal: Navorsing – Letterkunde, Linguistiek, Onderrigmetodes en Assessering*		8	12
ZUIP211	IsiZulu Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase	*IsiZulu Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase*		6	8
ZUIP221	IsiZulu Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase	*IsiZulu Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase*		6	8
ZUIP311	IsiZulu Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase	*IsiZulu Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase*		6	8
ZUIP321	IsiZulu Additional Language: Language Structures and -Education in the Intermediate Phase	*IsiZulu Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase*		7	8
ZUIP411	IsiZulu Additional Language: Lesson Planning and Cycle Compositions	*IsiZulu Addisionele Taal: Lesbeplanning en Siklussamestellings*		7	8
ZUIP421	IsiZulu Additional Language: Assessment in the Intermediate Phase	*IsiZulu Addisionele Taal: Assessering in die Intermediêrefase*		7	8

EDU.3.3 COMPILATION OF QUALIFICATION: BEd EARLY CHILDHOOD CARE AND EDUCATION / *SAMESTELLING VAN KWALIFIKASIE: BEd VROEË KINDERJARE SORG EN OPVOEDING*

This qualification is directed at training educators from birth to 4 years. SAQA number: 120966.

Hierdie kwalifikasie is gerig op die opleiding van opvoeders vir geboorte tot 4 jaar. SAKO nommer: 120966.

EDU.3.3.1 Programme Outcomes / *Programuitkomste*

The students of the Early Childhood Care and Education (ECCE) are expected to:

Daar word van Vroeë Kinderjare Sorg en Opvoeding (VKSO)-studente verwag om:

- Have an integrated, critical engagement with the professional and disciplinary knowledge base required for the holistic development of the baby, toddler and young child.

  'n Geïntegreerde, kritiese betrokkenheid met die professionele en dissiplinêre kennisbasis te hê wat nodig is vir die holistiese ontwikkeling van die baba, kleuter en jong kind.
- Have the ability to distinguish discipline-specific methods and techniques of scientific enquiry appropriate for implementation in the ECCE field, the ability to gather, analyse, process and present integrated literature on a discipline-related topic relating to ECCE.

  Die vermoë om dissipline-spesifieke metodes en wetenskaplike-ondersoektegnieke te onderskei wat geskik is vir implementering in die VKSO-veld, die vermoë om geïntegreerde literatuur oor 'n dissipline-verwante onderwerp met betrekking tot VKSO te versamel, te ontleed, te verwerk en aan te bied.
- Consist of the ability to position own knowledge and understanding of the playroom and broader societal trends and developments, flexibility and adaptability to apply knowledge and professional skills with specific reference to the ECCE context.

  Oor die vermoë te beskik om eie kennis en begrip van die speelkamer en die breër samelewingstendense en -ontwikkelings te posisioneer, buigsaamheid en aanpasbaarheid om kennis en professionele vaardighede toe te pas met spesifieke verwysing na die VKSO-konteks.
- Have an ability to analyse, select and effectively implement stimulation, nurture and care for young children with a view to develop and implement linguistic-, cultural and developmentally appropriate strategies and methods to address fundamental challenges and complex problems in the ECCE context.

  Oor die vermoë te beskik om stimulering, koestering en versorging van jong kinders effektief te ontleed, te selekteer en te implementeer met die oog op die ontwikkeling en implementering van linguisties-, kulturele en ontwikkelingsgepaste strategieë en metodes om fundamentele uitdagings en komplekse probleme in die VKSO-konteks aan te spreek.
- Have an ability to use appropriate communication tools for the ECCE context for collaboration and promotion of the development of multi-lingual skills to enhance respect and understanding within the social, cultural and multi-linguistic literacies of South African society.

  Oor die vermoë te beskik om toepaslike kommunikasie-instrumente vir die VKSO-konteks te gebruik vir samewerking en bevordering van die ontwikkeling van veeltalige vaardighede ten einde respek en begrip binne die sosiale, kulturele en veeltalige en geletterdheid van die Suid-Afrikaanse samelewing te bevorder.
- Act in accordance with the code of conduct and rules of practice relevant to working with young children in diverse and adverse contexts; and the coherent understanding of the ethical implications of decisions, actions and practices specifically relevant to the democratic values to promote equity, social justice, human dignity, quality access, active participation and freedom and life-long learning.

  In ooreenstemming op te tree met die gedragskode en praktykreëls wat relevant is vir die werk met jong kinders in diverse en ongunstige kontekste; en die samehangende begrip van die etiese implikasies van besluite, optrede en praktyke wat spesifiek relevant is tot die demokratiese waardes om gelykheid, sosiale geregtigheid, menswaardigheid, kwaliteit toegang, aktiewe deelname en vryheid en lewenslange leer te bevorder.
- The capacity to live and work constructively in an inclusive society and context through awareness and appreciation of social, cultural and linguistic diversity, linked to an appropriate understanding within the field of ECCE of the historical contexts, intellectual traditions and societal conditions that have shaped diverse local, national and global political, economic, legal, scientific, educational, healthcare, social, cultural, environmental and religious systems.

  Die kapasiteit te besit om konstruktief te leef en te werk in 'n inklusiewe samelewing en konteks, deur 'n bewustheid en waardering van sosiale, kulturele en linguistiese diversiteit, gekoppel aan 'n gepaste begrip binne die veld van VKSO van die historiese kontekste, intellektuele tradisies en samelewingstoestande wat diverse plaaslike, nasionale en globale politieke, ekonomiese, wetlike, wetenskaplike, opvoedkundige, gesondheidsorg-, sosiale, kulturele, omgewings- en godsdienstige stelsels, gevorm het.
- An ability to critically reflect on own performance and to support the learning needs of others, to take responsibility for his or her own decisions and actions.

  'n Vermoë om krities oor eie prestasie te reflekteer en die leerbehoeftes van ander te ondersteun, om verantwoordelikheid te neem vir sy of haar eie besluite en optrede.

EDU.3.3.2 Presentation of the Programmes / *Aanbieding van Programme*

Programmes and subjects following below will only be presented in a specific year if a minimum of ten students register for the specific programme/subject.

Programme en vakke wat hierna volg sal alleenlik in ’n bepaalde jaar aangebied word indien ’n minimum van tien studente vir die bepaalde program/vak registreer.

EDU.3.3.3 Programme Structure / *Programstruktuur*

The programmes are structured from modules which are spread over four years. All programmes and modules are presented on contact and distance except if indicated as only available for contact/distance.

Die programme word saamgestel uit die modules wat oor vier jaar versprei is. Alle programme en modules word op kontak en afstand aangebied, behalwe indien aangedui as slegs beskikbaar vir kontak/afstand.

EDU.3.3.4 Languages Available / *Tale Beskikbaar*

Languages available to choose from as Language of Learning and Teaching (LoLT):

Tale beskikbaar om uit te kies as Onderrig-leertaal (LoLT):

- DL: Afrikaans, English, IsiXhosa, Sesotho, Setswana.
  AL: Afrikaans, Engels, IsiXhosa, Sesotho, Setswana.

Languages available to choose from as Langage of Conversationall Competence (LoCC):

Tale beskikbaar om uit te kies as Gesprekskommunikasiebevoegdheid (LoCC):

- DL: Afrikaans, IsiXhosa, Sesotho, Setswana.
  AL: Afrikaans, IsiXhosa, Sesotho, Setswana.

Please note that LoLT and LoCC may not be the same language.

Let asseblief daarop dat LoLT en LoCC nie dieselfde taal mag wees nie.

EDU.3.3.5 Important Information / *Belangrike Inligting*

1. **Abbreviations*:***

DL: Distance learning
MC: Mahikeng Campus
PC: Potchefstroom Campus
VC: Vanderbijlpark Campus
X: Compulsory modules
H: Core modules

Afkortings:

AL: Afstandsleer
MK: Mahikengkampus
PK: Potchefstroomkampus
VK: Vanderbijlparkkampus
X: Verpligte modules
H: Kernmodules

2. **Availability of modules** being presented, either in the distance or contact modes, are subject to the capacity available to the university and the specific campus to offer the qualifications and programmes concerned.

   Beskikbaarheid van modules *wat aangebied word, hetsy in die afstand- of kontakmodus, is onderworpe aan die beskikbare kapasiteit van die universiteit en die spesifieke kampus om die betrokke kwalifikasies en programme aan te bied.*

EDU.3.3.6 BEd Early Childhood Care and Education / *BEd Vroeë Kinderjare Sorg en Opvoeding*

CODE AND DELIVERY MODE: 4FG J01(Distance) **DL(English)**

KODE EN METODE VAN AFLEWERING: 4FG J01(Afstand) ***AL (Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*
YEAR MODULE / *JAARMODULE*											
TPED179	16	H	TPED279	16	H	TPED379	16	H	TPED479	16	H
						EMKP371	12	H			
						EPED371	16	H			
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	ECLC211	12	H	ELAW311	8	X	ECCR411	12	H
EHSN111	12	H	ECUR211	12	H	ELMA311	12	X	EHSN411	8	H
EIDB111	12	H	EMKP211	12	H				ESCI411	12	H
EKUW111	12	H	EODA211	12	H						
EMKT111	12	H									
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
			Choose one *Kies een* ECLA211 / ECLE211 / ECLO211 / ECLS211 / ECLX211	12	H	Continuation of Choice Voortsetting van Keuse ECLA311 / ECLE311 / ECLO311 / ECLS311 / ECLX311	12	H	Continuation of Choice Voortsetting van Keuse ECLA411 / ECLE411 / ECLO411 / ECLS411 / ECLX411	12	H
						Choose one *Kies een* ECOA311 / ECOO311 / ECOT311 / ECOX311	12	H			
Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		68	Total 1st semester *Totaal 1ste semester*		66	Total 1st semester *Totaal 1ste semester*		52
SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
ALDE122	12	X	EFAL221	12	X	ECIE322	12	H	EBPE422	12	H
ECCR121	16	H	ELEY221	8	H	EPMD322	16	H	EDBR422	16	H
ECIE121	12	H	EPFC221	12	H				EEPE422	16	H
EWBC121	12	H	EPSY221	16	H				RESF423	12	X
									LOLT425	1	X
									LOCC422	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		50	Total 2nd semester *Totaal 2de semester*		66
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		124	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		118
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											482

EDU.3.4 COMPILATION OF QUALIFICATION: BEd FOUNDATION PHASE / *SAMESTELLING VAN KWALIFIKASIE: BEd GRONDSLAGFASE*

This qualification is directed at training educators from Grade R to Grade 3. SAQA number: 96365. For information on the previous BEd Foundation phase programme (phasing out since 2023), please view the BEd undergraduate_phasing out programme yearbook at http://www.nwu.ac.za/yearbooks.

Hierdie kwalifikasie is gerig op die opleiding van opvoeders vir Graad R tot Graad 3. SAKO nommer: 96365. Vir inligting oor die vorige BEd Grondslagfaseprogram (faseer uit sedert 2023), raadpleeg asseblief die BEd voorgraads_uitfaserende program jaarboek beskikbaar by: http://www.nwu.ac.za/af/jaarboeke.

EDU.3.4.1 Programme Outcomes / *Programuitkomste*

The students of the Foundation Phase are expected to:

Daar word van Grondslagfase-studente verwag om:

- Solve problems, particularly those pertaining educational matters, through critical and creative thinking.

  Deur kritiese en kreatiewe denke, veral op die gebied van opvoedkundige sake, probleme op te los.
- Work effectively (in a team) with other teachers, with parents, community members and all other stakeholders regarding education.

  Effektief (in 'n span) saam met ander onderwysers, met ouers, gemeenskapslede en alle ander belanghebbendes rakende onderwys, te werk.
- Organize and manage their classrooms and their time regarding schoolwork and extra-mural activities responsibly and effectively.

  Hul klaskamers en hul tyd, met betrekking tot skoolwerk en buitemuurse aktiwiteite, verantwoordelik en effektief te organiseer en te bestuur.
- Display a frame of mind that is inclined to research, thus to collect, analyse, organise and critically evaluate information regarding educational matters.

  'n Navorsingsingesteldheid te toon, dus om inligting rakende opvoedkundige aangeleenthede te versamel, analiseer, organiseer en krities te evalueer.
- Demonstrate effective communication skills, both outside the classroom and in, by, among others, making use of the best educational technology at their disposal.

  Effektiewe kommunikasievaardighede, beide binne en buite die klaskamer te demonstreer deur, onder andere, gebruik te maak van die beste opvoedkundige tegnologie tot hul beskikking.
- Demonstrate understanding that the world in general and the world of education consist of a set of related systems (education authorities, school management, teachers, learners, parents, and other community members) by taking all the stakeholders concerned into account, when solving a problem.

  Begrip dat die wêreld in die algemeen en die wêreld van onderwys uit 'n stel verwante stelsels (onderwysowerhede, skoolbestuur, onderwysers, leerders, ouers en ander lede van die gemeenskap) bestaan, demonstreer deur al die betrokke belanghebbendes in ag te neem wanneer hulle probleme op los.
- Develop learners' entrepreneurial skills by giving them as many opportunities as possible to practice these skills.

  Leerders se entrepreneursvaardighede te ontwikkel, deur hulle soveel moontlik geleenthede te bied om hierdie vaardighede te oefen.

EDU.3.4.2 Presentation of the Programmes / *Aanbieding van Programme*

Programmes and subjects following below will only be presented in a specific year if a minimum of ten students register for the specific programme/subject.

Programme en vakke wat hierna volg sal alleenlik in 'n bepaalde jaar aangebied word indien 'n minimum van tien studente vir die bepaalde program/vak registreer.

EDU.3.4.3 Programme Structure / *Programstruktuur*

The programmes are structured from modules which are spread over four years. All programmes and modules are presented on contact and distance except if indicated as only available for contact.

Die programme word saamgestel uit die modules wat oor vier jaar versprei is. Alle programme en modules word op kontak en afstand aangebied, behalwe indien aangedui as slegs beskikbaar vir kontak.

EDU.3.4.4 Languages Available / *Tale Beskikbaar*

Languages available to choose from as Home Language as per Senior- / Matric Certificate (LoLT1):

Tale beskikbaar om uit te kies as Huistaal soos op Senior- / Matrieksertifikaatvlak (LoLT1):

- DL: Afrikaans, English, IsiXhosa, IsiZulu, Sepedi, Sesotho, Setswana;

  AL: Afrikaans, Engels, IsiXhosa, IsiZulu, Sepedi, Sesotho, Setswana;
- MC: English, Setswana;

  MC: Engels, Setswana;
- PC: Afrikaans, English, IsiXhosa, Sesotho, Setswana;

  PC: Afrikaans, Engels, IsiXhosa, Sesotho, Setswana;
- VC: Afrikaans, English, IsiZulu, Sesotho

  VC: Afrikaans, Engels, IsiZulu, Sesotho

Languages available to choose from as First Additional Language (LoLT2):

Tale beskikbaar om uit te kies as Eerse Addisionele Taal (LoLT2):

- DL: Afrikaans, English, IsiXhosa, Setswana;
  AL: Afrikaans, Engels, IsiXhosa, Setswana;
- MC: English, Setswana;
  MC: Engels, Setswana;
- PC: Afrikaans, English, IsiXhosa, Setswana;
  PC: Afrikaans, Engels, IsiXhosa, Setswana;
- VC: Afrikaans, English, IsiZulu, Sesotho
  VC: Afrikaans, Engels, IsiZulu, Sesotho

Languages available to choose from as Langage of Conversationall Competence (LoCC):
Tale beskikbaar om uit te kies as Gesprekskommunikasiebevoegdheid (LoCC):

- DL: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana;
  AL: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana;
- MC: Afrikaans, Setswana;
  MC: Afrikaans, Setswana;
- PC: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana;
  PC: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana;
- VC: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana
  VC: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana

Please note that LoLT and LoCC may not be the same languages.
Let asseblief daarop dat LoLT en LoCC nie dieselfde tale mag wees nie.

EDU.3.4.5 Important Information / *Belangrike Inligting*

1. **Abbreviations*:***
   DL: Distance learning
   MC: Mahikeng Campus
   PC: Potchefstroom Campus
   VC: Vanderbijlpark Campus
   X: Compulsory modules
   H: Core modules
   Afkortings:
   AL: Afstandsleer
   MK: Mahikengkampus
   PK: Potchefstroomkampus
   VK: Vanderbijlparkkampus
   X: Verpligte modules
   H: Kernmodules
2. **Availability of modules** being presented, either in the distance or contact modes, are subject to the capacity available to the university and the specific campus to offer the qualifications and programmes concerned.
   Beskikbaarheid van modules *wat aangebied word, hetsy in die afstand- of kontakmodus, is onderworpe aan die beskikbare kapasiteit van die universiteit en die spesifieke kampus om die betrokke kwalifikasies en programme aan te bied.*

EDU.3.4.6 BEd Foundation Phase / *BEd Grondslagfase*

CODE AND DELIVERY MODE: 4FB J01(Distance) **DL(English)**

KODE EN METODE VAN AFLEWERING: 4FB J01(Afstand) ***AL (Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*
YEAR MODULE / *JAARMODULE*											
TPED176	16	H	TPED276	16	H	TPED376	16	H	TPED476	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC111	12	H	LSKA211	8	H	MFPC311	8	H	MFPC411	12	H
LSKS111	8	H				LSKP312	8	H	LSPP411	8	H
Choose one Home Language *Kies een Huistaal* AFRF111 / ENFF111 / PEFF111 / SEFF111 / SOFF111 / XHOF111 / ZUFF111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF211 / ENFF211 / PEFF211 / SEFF211 / SOFF211 / XHOF211 / ZUFF211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF311 / ENFF311 / PEFF311 / SEFF311 / SOFF311 / XHOF311 / ZUFF311	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF411 / ENFF411 / PEFF411 / SEFF411 / SOFF411 / XHOF411 / ZUFF411	12	H
			Choose one First Additional Language *Kies een Eerste Addisionele Taal* AFAF211 / ENAF211 / SEAF211 / XHAF211	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF311 / ENAF311 / SEAF311 / XHAF311	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF411 / ENAF411 / SEAF411 / XHAF411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		64
SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC121	12	H	MFPC221	12	H	MFPC321	8	H	MFPP421	12	H
			LSKM221	8	H	LSKN321	8	H			
Continuation of Choice *Voortsetting van Keuse* AFRF121 / ENFF121 / PEFF121 / SEFF121 / SOFF121 / XHOF121 / ZUFF121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF221 / ENFF221 / PEFF221 / SEFF221 / SOFF221 / XHOF221 / ZUFF221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF321 / ENFF321 / PEFF321 / SEFF321 / SOFF321/ XHOF321 / ZUFF321	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF421 / ENFF421 / PEFF421 / SEFF421 / SOFF421 / XHOF421 / ZUFF421	12	H
			Continuation of Choice *Voortsetting van Keuse* AFAF221 / ENAF221 / SEAF221 / XHAF221	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF321 / ENAF321 / SEAF321 / XHAF321	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF421 / ENAF421 / SEAF421 / XHAF421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		124	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											495

CODE AND DELIVERY MODE: 4FA J01(Contact) **MC (English)**

KODE EN METODE VAN AFLEWERING: 4FA J01(Kontak) ***MK (Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*
YEAR MODULE / *JAARMODULE*											
TPED176	16	H	TPED276	16	H	TPED376	16	H	TPED476	16	*H*
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[4]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC111	12	H	LSKA211	8	H	MFPC311	8	H	MFPC411	12	H
LSKS111	8	H				LSKP312	8	H	LSPP411	8	H
Choose one Home Language *Kies een Huistaal* ENFF111 / SEFF111	12	H	Continuation of Choice *Voortsetting van Keuse* ENFF211 / SEFF211	12	H	Continuation of Choice *Voortsetting van Keuse* ENFF311 / SEFF311	12	H	Continuation of Choice *Voortsetting van Keuse* ENFF411 / SEFF411	12	H
			Choose one First Additional Language *Kies een Eerste Addisionele Taal* ENAF211 / SEAF211	8	H	Continuation of Choice *Voortsetting van Keuse* ENAF311 / SEAF311	8	H	Continuation of Choice *Voortsetting van Keuse* ENAF411 / SEAF411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		64
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / SECL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC121	12	H	MFPC221	12	H	MFPC321	8	H	MFPP421	12	H
			LSKM221	8	H	LSKN321	8	H			
Continuation of Choice *Voortsetting van Keuse* ENFF121 / SEFF121	12	H	Continuation of Choice *Voortsetting van Keuse* ENFF221 / SEFF221	12	H	Continuation of Choice *Voortsetting van Keuse* ENFF321 / SEFF321	12	H	Continuation of Choice *Voortsetting van Keuse* ENFF421 / SEFF421	12	H
			Continuation of Choice *Voortsetting van Keuse* ENAF221 / SEAF221	8	H	Continuation of Choice *Voortsetting van Keuse* ENAF321 / SEAF321	8	H	Continuation of Choice *Voortsetting van Keuse* ENAF421 / SEAF421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		124	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											495

[4] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FA J01(Contact) **PC (Afrikaans, English)**

KODE EN METODE VAN AFLEWERING: 4FA J01(Kontak) ***PK (Afrikaans, Engels)***

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*
YEARMODULE / ***JAARMODULE***											
TPED176	16	H	TPED276	16	H	TPED376	16	H	TPED476	16	H
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[5]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC111	12	H	LSKA211	8	H	MFPC311	8	H	MFPC411	12	H
LSKS111	8	H				LSKP312	8	H	LSPP411	8	H
Choose one Home Language *Kies een Huistaal* AFRF111 / ENFF111 / SEFF111 / SOFF111 / XHOF111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF211 / ENFF211 / SEFF211 / SOFF211 / XHOF211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF311 / ENFF311 / SEFF311 / SOFF311 / XHOF311	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF411 / ENFF411 / SEFF411 / SOFF411 / XHOF411	12	H
			Choose one First Additional Language *Kies een Eerste Addisionele Taal* AFAF211 / ENAF211 / SEAF211 / XHAF211	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF311 / ENAF311 / SEAF311 / XHAF311	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF411 / ENAF411 / SEAF411 / XHAF411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		64
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
Choose one *Kies een*: ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC121	12	H	MFPC221	12	H	MFPC321	8	H	MFPP421	12	H
			LSKM221	8	H	LSKN321	8	H			
Continuation of Choice *Voortsetting van Keuse* AFRF121 / ENFF121 / SEFF121 / SOFF121 / XHOF121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF221 / ENFF221 / SEFF221 / SOFF221 / XHOF221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF321 / ENFF321 / SEFF321 / SOFF321 / XHOF321	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF421 / ENFF421 / SEFF421 / SOFF421./ XHOF421	12	H
			Continuation of Choice *Voortsetting van Keuse* AFAF221 / ENAF221 / SEAF221 / XHAF221	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF321 / ENAF321 / SEAF321 / XHAF321	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF421 / ENAF421 / SEAF421 / XHAF421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		124	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											495

[5] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FA J01(Contact) **VC (English)**

KODE EN METODE VAN AFLEWERING: 4FA J01(Kontak) ***VK (Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			YEAR LEVEL 2 / *JAARVLAK 2*			YEAR LEVEL 3 / *JAARVLAK 3*			YEAR LEVEL 4 / *JAARVLAK 4*		
Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*	Module code *Modulekode*	Cr *Kr*	Type *Tipe*
YEAR MODULE / *JAARMODULE*											
TPED176	16	H	TPED276	16	H	TPED376	16	H	TPED476	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[6]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC111	12	H	LSKA211	8	H	MFPC311	8	H	MFPC411	12	H
LSKS111	8	H				LSKP312	8	H	LSPP411	8	H
Choose one Home Language *Kies een Huistaal* AFRF111 / ENFF111 / SOFF111 / ZUFF111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF211 / ENFF211 / SOFF211 / ZUFF211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF311 / ENFF311 / SOFF311 / ZUFF311	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF411 / ENFF411 / SOFF411 / ZUFF411	12	H
			Choose one First Additional Language *Kies een Eerste Addisionele Taal* AFAF211 / ENAF211 / SOAF211 / ZUAF211	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF311 / ENAF311 / SOAF311 / ZUAF311	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF411 / ENAF411 / SOAF411 / ZUAF411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		64
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
Choose one *Kies een*: ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
MFPC121	12	H	MFPC221	12	H	MFPC321	8	H	MFPP421	12	H
			LSKM221	8	H	LSKN321	8	H			
Continuation of Choice *Voortsetting van Keuse* AFRF121 / ENFF121 / SOFF121 / ZUFF121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF221 / ENFF221 / SOFF221 / ZUFF221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF321 / ENFF321 / SOFF321 / ZUFF321	12	H	Continuation of Choice *Voortsetting van Keuse* AFRF421 / ENFF421 / SOFF421 / ZUFF421	12	H
			Continuation of Choice *Voortsetting van Keuse* AFAF221 / ENAF221 / SOAF221 / ZUAF221	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF321 / ENAF321 / SOAF321 / ZUAF321	8	H	Continuation of Choice *Voortsetting van Keuse* AFAF421 / ENAF421 / SOAF421 / ZUAF421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		124	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											495

[6] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.5 COMPILATION OF QUALIFICATION: BEd INTERMEDIATE PHASE / *SAMESTELLING VAN KWALIFIKASIE: BEd INTERMEDIÊREFASE*

This qualification is directed at training educators from Grade 4 up to Grade 6. SAQA number: 98923. For information on the previous BEd Intermediate and Senior phase programme (phasing out since 2023) please view the BEd undergraduate_phasing out programme yearbook at http://www.nwu.ac.za/yearbooks.

Hierdie kwalifikasie is gerig op die opleiding van opvoeders wat vanaf Graad 4 tot 6. SAKO nommer: 98923. Vir inligting oor die vorige BEd Intermediêr- en Seniorfaseprogram (faseer uit sedert 2023), raadpleeg asseblief die BEd voorgraads_uitfaserende program jaarboek beskikbaar by: http://www.nwu.ac.za/af/jaarboeke.

EDU.3.5.1 Programme Outcomes / *Programuitkomste*

The students of the Intermediate phase are expected to:

Daar word van Intermediêrefase-studente verwag om:

- Solve problems, particularly those pertaining educational matters, through critical and creative thinking.

  Deur kritiese en kreatiewe denke, veral op die gebied van opvoedkundige sake, probleme op te los.
- Work effectively (in a team) with other teachers, with parents, community members and all other stakeholders regarding education.

  Effektief (in 'n span) saam met ander onderwysers, met ouers, gemeenskapslede en alle ander belanghebbendes rakende onderwys, te werk.
- Organize and manage their classrooms and their time regarding schoolwork and extra-mural activities responsibly and effectively.

  Hul klaskamers en hul tyd, met betrekking tot skoolwerk en buitemuurse aktiwiteite, verantwoordelik en effektief te organiseer en te bestuur.
- Display a frame of mind that is inclined to research, thus to collect, analyse, organise and critically evaluate information regarding educational matters.

  'n Navorsingsingesteldheid te toon, dus om inligting rakende opvoedkundige aangeleenthede te versamel, analiseer, organiseer en krities te evalueer.
- Demonstrate effective communication skills, both outside the classroom and in, by, among others, making use of the best educational technology at their disposal.

  Effektiewe kommunikasievaardighede, beide binne en buite die klaskamer te demonstreer deur, onder andere, gebruik te maak van die beste opvoedkundige tegnologie tot hul beskikking.
- Demonstrate understanding that the world in general and the world of education consist of a set of related systems (education authorities, school management, teachers, learners, parents, and other community members) by taking all the stakeholders concerned into account, when solving a problem.

  Begrip dat die wêreld in die algemeen en die wêreld van onderwys uit 'n stel verwante stelsels (onderwysowerhede, skoolbestuur, onderwysers, leerders, ouers en ander lede van die gemeenskap) bestaan, demonstreer deur al die betrokke belanghebbendes in ag te neem wanneer hulle probleme op los.
- Develop learners' entrepreneurial skills by giving them as many opportunities as possible to practice these skills.

  Leerders se entrepreneursvaardighede te ontwikkel, deur hulle soveel moontlik geleenthede te bied om hierdie vaardighede te oefen.

EDU.3.5.2 Presentation of the Programmes / *Aanbieding van Programme*

Programmes and subjects following below will only be presented in a specific year if a minimum of ten students register for the specific programme/subject.

Programme en vakke wat hierna volg sal alleenlik in 'n bepaalde jaar aangebied word indien 'n minimum van tien studente vir die bepaalde program/vak registreer.

EDU.3.5.3 Programme Structure / *Programstruktuur*

The programmes are structured from modules which are spread over four years. All programmes and modules are presented on contact and distance except if indicated as only available for contact. **Students wishing to register for programme 4FC J01 / 4FD J01 are required to have passed Mathematics in the Gr 12 examination with at least 45%.**

Die programme word saamgestel uit die modules wat oor vier jaar versprei is. Alle programme en modules word op kontak en afstand aangebied, behalwe indien aangedui as slegs beskikbaar vir kontak. ***Studente wat vir program* 4FC J01 / 4FD J01 *wil registreer, moet Wiskunde in die Gr 12 eksamen met ten minste 45% geslaag het.***

EDU.3.5.4 Languages Available / *Tale Beskikbaar*

Languages available to choose from as Home Language as per Senior- / Matric Certificate (LoLT1):

Tale beskikbaar om uit te kies as Huistaal soos op Senior- / Matrieksertifikaatvlak (LoLT1):

- DL: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana;
  AL: Afrikaans, IsiZulu, Sepedi, Sesotho, Setswana;
- PC: Afrikaans, Sesotho, Setswana;
  PC: Afrikaans, Sesotho, Setswana;
- VC: Afrikaans, English, IsiZulu, Sesotho
  VC: Afrikaans, Engels, IsiZulu, Sesotho

Languages available to choose from as First Additional Language (LoLT2):
Tale beskikbaar om uit te kies as Eerse Addisionele Taa (LoLT2)l:

- DL: English;
  AL: Engels;
- PC: English;
  PC: Engels;
- VC: Afrikaans, English, IsiZulu, Sesotho
  VC: Afrikaans, Engels, IsiZulu, Sesotho

Languages available to choose from as Langage of Conversationall Competence (LoCC):
Tale beskikbaar om uit te kies as Gesprekskommunikasiebevoegdheid (LoCC):

- DL: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
  AL: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
- PC: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
  PC: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
- VC: Afrikaans, IsiZulu , Sesotho
  VC: Afrikaans, IsiZulu , Sesotho

Please note that LoLT and LoCC may not be the same language.
Let asseblief daarop dat LoLT en LoCC nie dieselfde taal mag wees nie.

EDU.3.5.5 Important Information / *Belangrike Inligting*

1. **Abbreviations*:***
   DL: Distance Learning
   MC: Mahikeng Campus
   PC: Potchefstroom Campus
   VC: Vanderbijlpark Campus
   X: Compulsory modules
   H: Core modules
   Afkortings:
   AL: Afstandsleer
   MK: Mahikengkampus
   PK: Potchefstroomkampus
   VK: Vanderbijlparkkampus
   X: Verpligte modules
   H: Kernmodules
2. **Availability of modules** being presented, either in the distance or contact modes, are subject to the capacity available to the university and the specific campus to offer the qualifications and programmes concerned.
   Beskikbaarheid van modules *wat aangebied word, hetsy in die afstand- of kontakmodus, is onderworpe aan die beskikbare kapasiteit van die universiteit en die spesifieke kampus om die betrokke kwalifikasies en programme aan te bied.*

EDU.3.5.6 BEd Intermediate Phase: Mathematics, Science and Technology / *BEd Intermediêrefase: Wiskunde, Wetenskap en Tegnologie*

CODE AND DELIVERY MODE: 4FC J01(Contact) **PC (Afrikaans, English)**

KODE EN METODE VAN AFLEWERING: 4FC J01(Kontak) ***PK (Afrikaans, Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED177	16	H	TPED277	16	H	TPED377	16	H	TPED477	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[7]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Choose one Home Language *Kies een Huistaal* AFRI111 / SEFI111 / SOFI111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI211 / SEFI211 / SOFI211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI312 / SEFI312 / SOFI312	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI411 / SEFI411 / SOFI411	12	H
Choose one Kies een SSSE112/ LSIN111	8	X	ENIP212	8	H	ENIP312	8	H	ENIP412	8	H
			MAIP211	8	H	MAIP311	8	H	MAIP411	8	H
NSTL111	12	H	NSTL211	8	H	NSTL311	8	H	NSTL411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		68	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		60
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Continuation of Choice *Voortsetting van Keuse* AFRI121 / SEFI121 / SOFI121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI221 / SEFI221 / SOFI221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI322 / SEFI322 / SOFI322	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI421 / SEFI421 / SOFI421	12	H
			ENIP223	8	H	ENIP322	8	H	ENIP422	8	H
MAIP121	12	H	MAIP221	8	H	MAIP321	8	H	MAIP421	8	H
			NSTL221	8	H	NSTL321	8	H	NSTL421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		64	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		67
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		132	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											491

[7] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE 4FC J01(Contact) **VC (English)**

KODE EN METODE VAN AFLEWERING: 4FC J01(Kontak) ***VK (Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED177	16	H	TPED277	16	H	TPED377	16	H	TPED477	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[8]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Choose one Home Language *Kies een Huistaal* AFRI111 / ENFI112 / SOFI111 / ZUFI111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI211 / ENFI212 / SOFI211 / ZUFI211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI312/ ENFI313 / SOFI312 / ZUFI312	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI411 / ENFI412 / SOFI411 / ZUFI411	12	H
Choose one Kies een SSSE112/ LSIN111	8	X	Choose one First Additional Language *Kies een Eerste Addisionele Taal* AFIP211 / ENIP212 / SOIP211 / ZUIP211	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP311 / ENIP312 / SOIP311 / ZUIP311	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP412 / ENIP412 / SOIP411 / ZUIP411	8	H
			MAIP211	8	H	MAIP311	8	H	MAIP411	8	H
NSTL111	12	H	NSTL211	8	H	NSTL311	8	H	NSTL411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		68	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		60
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Continuation of Choice *Voortsetting van Keuse* AFRI121 / ENFI122 / SOFI121 / ZUFI121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI221 / ENFI222 / SOFI221 / ZUFI221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI322 / ENFI323 / SOFI322 / ZUFI322	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI421 / ENFI422 / SOFI421 / ZUFI421	12	H
			Continuation of Choice *Voortsetting van Keuse* AFIP221 / ENIP223 / SOIP221 / ZUIP221	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP321 / ENIP322 / SOIP321 / ZUIP321	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP422 / ENIP422 / SOIP421 / ZUIP421	8	H
MAIP121	12	H	MAIP221	8	H	MAIP321	8	H	MAIP421	8	H
			NSTL221	8	H	NSTL321	8	H	NSTL421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		64	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		67
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		132	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											491

[8] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.5.7 BEd Intermediate Phase: Life Skills and Social Sciences / *BEd Intermediêrefase: Lewensvaardighede en Sosiale Wetenskappe*

CODE AND DELIVERY MODE: 4FD J02(Distance) DL (English)

KODE EN METODE VAN AFLEWERING:* 4FD J02 *(Afstand)* *AL (Engels)

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED177	16	H	TPED277	16	H	TPED377	16	H	TPED477	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Choose one Home Language *Kies een Huistaal* AFRI111 / PEFI111 / SEFI111 / SOFI111 / ZUFI111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI211 / PEFI211 / SEFI211 / SOFI211 / ZUFI211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI312/ PEFI312 / SEFI312 / SOFI312 / ZUFI312	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI411 / PEFI411 / SEFI411 / SOFI411 / ZUFI411	12	H
MATF111	8	X	ENIP212	8	H	ENIP312	8	H	ENIP412	8	H
			SSCE211	8	H	SSCE311	8	H	SSCE411	8	H
LSIP111	12	H	LSIP211	8	H	LSIP311	8	H	LSIP411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		72	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		60
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Continuation of Choice *Voortsetting van Keuse* AFRI121 / PEFI121 / SEFI121 / SOFI121 / ZUFI121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI221 / PEFI221 / SEFI221 / SOFI221 / ZUFI221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI322 / PEFI322 / SEFI322 / SOFI322 / ZUFI322	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI421 / PEFI421 / SEFI421 / SOFI421 / ZUFI421	12	H
			ENIP223	8	H	ENIP322	8	H	ENIP422	8	H
SSCE121	12	H	SSCE221	8	H	SSCE321	8	H	SSCE421	8	H
			LSIP221	8	H	LSIP321	8	H	LSIP421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		64	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		67
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		132	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											491

CODE AND DELIVERY MODE: 4FC J02 (Contact) **PC (Afrikaans, English)**

KODE EN METODE VAN AFLEWERING:* 4FC J02 *(Kontak) ***PK (Afrikaans, Engels)***

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED177	16	H	TPED277	16	H	TPED377	16	H	TPED477	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[9]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Choose one Home Language *Kies een Huistaal* AFRI111 / SEFI111 / SOFI111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI211 / SEFI211 / SOFI211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI312 / SEFI312 / SOFI312	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI411 / SEFI411 / SOFI411	12	H
MATF111	8	X	ENIP212	8	H	ENIP312	8	H	ENIP412	8	H
			SSCE211	8	H	SSCE311	8	H	SSCE411	8	H
LSIP111	12	H	LSIP211	8	H	LSIP311	8	H	LSIP411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		72	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		60
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Continuation of Choice *Voortsetting van Keuse* AFRI121 / SEFI121 / SOFI121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI221 / SEFI221 / SOFI221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI322 / SEFI322 / SOFI322	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI421 / SEFI421 / SOFI421	12	H
			ENIP223	8	H	ENIP322	8	H	ENIP422	8	H
SSCE121	12	H	SSCE221	8	H	SSCE321	8	H	SSCE421	8	H
			LSIP221	8	H	LSIP321	8	H	LSIP421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		64	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		67
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		132	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											491

[9] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FC J02 (Contact) **VC (English)**

KODE EN METODE VAN AFLEWERING:* 4FC J02 *(Kontak) ***VK (Engels)***

YEAR LEVEL 1 */ JAARVLAK 1*			**YEAR LEVEL 2** */ JAARVLAK 2*			**YEAR LEVEL 3** */ JAARVLAK 3*			**YEAR LEVEL 4** */ JAARVLAK 4*		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED177	16	H	TPED277	16	H	TPED377	16	H	TPED477	16	H
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[10]	MTLS212	8	X						
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Choose one Home Language *Kies een Huistaal* AFRI111 / ENFI112 / SOFI111 / ZUFI111	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI211 / ENFI212 / SOFI211 / ZUFI211	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI312 / ENFI313 / SOFI312 / ZUFI312	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI411 / ENFI412 / SOFI411 / ZUFI411	12	H
MATF111	8	X	Choose one First Additional Language *Kies een Eerste Addisionele Taal* AFIP211 / ENIP212 / SOIP211 / ZUIP211	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP311 / ENIP312 / SOIP311 / ZUIP311	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP412 / ENIP412 / SOIP411 / ZUIP411	8	H
			SSCE211	8	H	SSCE311	8	H	SSCE411	8	H
LSIP111	12	H	LSIP211	8	H	LSIP311	8	H	LSIP411	8	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		72	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		60
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCC325	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCA321	8	H	RESF423	12	X
Choose one *Kies een*: AFCL121 / SOLC121 / ZUCL121	8	X							LOLT422	1	X
									LOLT423	1	X
									LOCC421	1	X
Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*			Specialisation Subjects *Spesialiseringsvakke*		
Continuation of Choice *Voortsetting van Keuse* AFRI121 / ENFI122 / SOFI121 / ZUFI121	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI221 / ENFI222 / SOFI221 / ZUFI221	12	H	Continuation of Choice *Voortsetting van Keuse* AFRI322 / ENFI323 / SOFI322 / ZUFI322	8	H	Continuation of Choice *Voortsetting van Keuse* AFRI421 / ENFI422 / SOFI421 / ZUFI421	12	H
			Continuation of Choice *Voortsetting van Keuse* AFIP221 / ENIP223 / SOIP221 / ZUIP221	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP321 / ENIP322 / SOIP321 / ZUIP321	8	H	Continuation of Choice *Voortsetting van Keuse* AFIP422 / ENIP422 / SOIP421 / ZUIP421	8	H
SSCE121	12	H	SSCE221	8	H	SSCE321	8	H	SSCE421	8	H
			LSIP221	8	H	LSIP321	8	H	LSIP421	8	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		64	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		67
Total Year level 1 *Totaal Jaarvlak 1*		116	Total Year level 2 *Totaal Jaarvlak 2*		132	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		127
TOTAL FOR THE PROGRAMME */ TOTAAL VIR DIE PROGRAM*											491

[10] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6 COMPILATION OF QUALIFICATION: BEd SENIOR AND FURTHER EDUCATION AND TRAINING PHASE / *SAMESTELLING VAN KWALIFIKASIE: BEd SENIOR- EN VERDERE ONDERWYS EN OPLEIDINGSFASE*

This qualification is directed at training educators from Grade 7 up to Grade 12. SAQA number: 97262. For information on the previous BEd Senior and FET phase programme (phasing out since 2023) please view the BEd_phasing out programme yearbook at http://www.nwu.ac.za/yearbooks.
Hierdie kwalifikasie is gerig op die opleiding van opvoeders wat vanaf Graad 7 tot 12. SAKO nommer: 98923. Vir inligting oor die vorige BEd Senior- en VOO-fase program (faseer uit sedert 2023), raadpleeg asseblief die BEd_uitfaserende program jaarboek beskikbaar by: http://www.nwu.ac.za/af/jaarboeke.

EDU.3.6.1 Programme Outcomes / *Programuitkomste*

The students of the Senior and Further Education and Training phase are expected to:
Daar word van Senior- en Verdere Onderwys en Opleidingfase-studente verwag om:

- Solve problems, particularly those pertaining educational matters, through critical and creative thinking.
  Deur kritiese en kreatiewe denke, veral op die gebied van opvoedkundige sake, probleme op te los.
- Work effectively (in a team) with other teachers, with parents, community members and all other stakeholders regarding education.
  Effektief (in 'n span) saam met ander onderwysers, met ouers, gemeenskapslede en alle ander belanghebbendes rakende onderwys, te werk.
- Organize and manage their classrooms and their time regarding schoolwork and extra-mural activities responsibly and effectively.
  Hul klaskamers en hul tyd, met betrekking tot skoolwerk en buitemuurse aktiwiteite, verantwoordelik en effektief te organiseer en te bestuur.
- Display a frame of mind that is inclined to research, thus to collect, analyse, organise and critically evaluate information regarding educational matters.
  'n Navorsingsingesteldheid te toon, dus om inligting rakende opvoedkundige aangeleenthede te versamel, analiseer, organiseer en krities te evalueer.
- Demonstrate effective communication skills, both outside the classroom and in, by, among others, making use of the best educational technology at their disposal.
  Effektiewe kommunikasievaardighede, beide binne en buite die klaskamer te demonstreer deur, onder andere, gebruik te maak van die beste opvoedkundige tegnologie tot hul beskikking.
- Demonstrate understanding that the world in general and the world of education consist of a set of related systems (education authorities, school management, teachers, learners, parents, and other community members) by taking all the stakeholders concerned into account, when solving a problem.
  Begrip dat die wêreld in die algemeen en die wêreld van onderwys uit 'n stel verwante stelsels (onderwysowerhede, skoolbestuur, onderwysers, leerders, ouers en ander lede van die gemeenskap) bestaan, demonstreer deur al die betrokke belanghebbendes in ag te neem wanneer hulle probleme op los.
- Develop learners' entrepreneurial skills by giving them as many opportunities as possible to practice these skills.
  Leerders se entrepreneursvaardighede te ontwikkel, deur hulle soveel moontlik geleenthede te bied om hierdie vaardighede te oefen.

EDU.3.6.2 Presentation of the Programmes / *Aanbieding van Programme*

Programmes and subjects following below will only be presented in a specific year if a minimum of ten students register for the specific programme/subject.
Programme en vakke wat hierna volg sal alleenlik in 'n bepaalde jaar aangebied word indien 'n minimum van tien studente vir die bepaalde program/vak registreer.

EDU.3.6.3 Programme Structure / *Programstruktuur*

The programmes are structured from modules which are spread over four years. All programmes and modules are presented on contact and distance except if indicated as only available for contact.

Requirements for students wishing to register for programmes **4FE J17 (Mechanical Technology Education), 4FE J18 (Civil Technology Education), and 4FE J19 (Electrical Technology Education)** are the following:

- **Mathematics or Technical Mathematic:s** pass rate of at least 50% in the Gr 12 examination.
  Recommendation: Level 3 (40-49%) pass rate in GR 12 in Physical/Technical Sciences, and any Technology subject.

Students that **do not meet the minimum requirements,**
- who have passed Mathematics in Gr 12 with at least 40%, or
- who have passed Mathematical Literacy in Gr 12 with at least 60 % with a pass rate of at least 40% for any Technology subjects in Gr 12, or
- who have passed Technical Mathematics with at least 40 % in Gr 12,

may be allowed entry into these programmes on condition that he/she passes the **bridging modules** MTEC 111 and MTEC 121 during the first two years of study.

The purpose of this these bridging modules are to:
- prepare prospective Technology teachers whose mathematical knowledge and skills may be of a limited nature for studying Technical Mathematics;
- promote the knowledge, skills and attitudes of prospective Technology teachers with regard to Mathematics to such a degree that they are able to handle the content of Technical Mathematics modules.

Methods of assessment: Please refer to EDU.1.2.11.

Die programme word saamgestel uit die modules wat oor vier jaar versprei is. Alle programme en modules word op kontak en afstand aangebied, behalwe indien aangedui as slegs beskikbaar vir kontak.

Vereistes** vir studente wat wil registreer vir programme* **4FE J17** ***(Meganiese Tegnologie Onderwys), **4FE J18** ***(Siviele Tegnologie Onderwys) en 4*****FE J19** ***(Elektriese Tegnologie Onderwys)*** *is as volg:*

- ***Wiskunde of Tegniese Wiskunde:*** *slaagsyfer van minstens 50% in die Gr 12-eksamen.*
  Aanbeveling: Vlak 3(40-49%) slaagsyfer in Gr 12 in Fisiese/Tegniese Wetenskappe, en enige Tegnologie vakke.

*Studente wat **nie aan die minimum vereistes voldoen nie,***
- *wat Wiskunde in Gr 12 met minstens 40% geslaag het, of*
- *wat Wiskundige Geletterdheid in Gr 12 met minstens 60% geslaag het met 'n slaagsyfer van ten minste 40% vir enige Tegnologie vakke in Gr 12, of*
- *wat in Tegniese Wiskunde met minstens 40% in Gr 12 geslaag het,*

*mag toegelaat word tot hierdie programme op voorwaarde dat hy/sy die **oorbruggingsmodules** MTEC 111 en MTEC 121 gedurende die eerste twee studiejare slaag.*

Die doel van die brugmodules is om:
- *voornemende Tegnologie-onderwysers wie se wiskunde-kennis en –vaardighede van 'n beperkte aard mag wees, vir die studie van Tegniese Wiskunde voor te berei.*
- *die kennis, vaardighede en houdings van voornemende Tegnologie-onderwysers ten opsigte van Wiskunde sodanig te bevorder dat hulle die inhoude van Tegniese Wiskunde-modules sal kan beheer.*

Assesseringsmetodes: Verwys asseblief na EDU.1.2.11.

EDU.3.6.4 Languages Available / *Tale Beskikbaar*

English (Communication) is compulsory for all students in the Senior and Further Education and Training phase, in the second year of study.
Engels (Kommunikasie) is verpligtend in die tweede studiejaar vir alle studente in die Senior- en Verdere Onderwys en Opleidingfase.

Languages available to choose from as Langage of Conversational Competence (LoCC):
Tale beskikbaar om uit te kies as Gesprekskommunikasiebevoegdheid (LoCC):

- DL: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
  AL: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
- MC: Afrikaans, Setswana;
  MC: Afrikaans, Setswana;

- PC: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
  PC: Afrikaans, IsiZulu , Sepedi, Sesotho, Setswana;
- VC: Afrikaans, IsiZulu , Sesotho
  VC: Afrikaans, IsiZulu , Sesotho

Please note that LoCC may not be the same as Home Language or First Additional Language.
Let asseblief daarop dat LoLT en LoCC nie dieselfde as Huistaal of Eerste Addisionele Taal mag wees nie.

EDU.3.6.5 Important Information / *Belangrike Inligting*

1. **Abbreviations*:***
   DL: Distance Learning
   MC: Mahikeng Campus
   PC: Potchefstroom Campus
   VC: Vanderbijlpark Campus
   X: Compulsory modules
   H: Core modules
   Afkortings:
   AL: Afstandsleer
   MK: Mahikengkampus
   PK: Potchefstroomkampus
   VK: Vanderbijlparkkampus
   X: Verpligte modules
   H: Kernmodules
3. **Availability of modules** being presented, either in the distance or contact modes, are subject to the capacity available to the university and the specific campus to offer the qualifications and programmes concerned.
   Beskikbaarheid van modules *wat aangebied word, hetsy in die afstand- of kontakmodus, is onderworpe aan die beskikbare kapasiteit van die universiteit en die spesifieke kampus om die betrokke kwalifikasies en programme aan te bied.*

EDU.3.6.6 BEd Senior and Further Education and Training phase: Afrikaans for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Onderwysafrikaans*

CODE AND DELIVERY MODE: 4FF J01 (Distance) **DL** (English)
KODE EN METODE VAN AFLEWERING: *4FF J01 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
AFRE112	**12**	**H**	**AFRE212**	**12**	**H**	**AFRE312**	**16**	**H**	**AFRE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[11]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
AFRE122	**12**	**H**	**AFRE223**	**16**	**H**	**AFRE322**	**16**	**H**	**AFRE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[11] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J01 (Contact) **PC** (Afrikaans, English)

***KODE EN METODE VAN AFLEWERING**: 4FE J01 (Kontak)* ***PK** (Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[12]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
AFRE112	**12**	**H**	**AFRE212**	**12**	**H**	**AFRE312**	**16**	**H**	**AFRE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
INTE112 [MATF111]	12 8	H H	INTE212 [CULV211]	12 8	H H	INTE313	16	H	INTE413	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[13]	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
AFRE122	**12**	**H**	**AFRE223**	**16**	**H**	**AFRE322**	**16**	**H**	**AFRE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
INTE123 [READ121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[12] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[13] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J01 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J01 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[14]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
AFRE112	**12**	**H**	**AFRE212**	**12**	**H**	**AFRE312**	**16**	**H**	**AFRE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** / ***KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
MLIT111 [MATF111]	12 8	H H	MLIT211 [CULV211	16	H	MLIT311	16	H	MLIT411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
AFRE122	**12**	**H**	**AFRE223**	**16**	**H**	**AFRE322**	**16**	**H**	**AFRE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
MLIT121 [READ121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[14] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.7 BEd Senior and Further Education and Training phase: Life Science for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Lewenswetenskappe vir Onderwys*

CODE AND DELIVERY MODE: 4FE J02 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: 4FE J02 *(Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[15]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LIFE112	**12**	**H**	**LIFE212**	**12**	**H**	**LIFE312**	**16**	**H**	**LIFE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [NSSP112]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ENGV111 [NSSP112]	12 8	H H	ENGV211 [NSSP211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP112]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SEFV111 [NSSP112]	12 8	H H	SEFV211 [NSSP211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / SECL121 /	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LIFE122	**12**	**H**	**LIFE222**	**16**	**H**	**LIFE322**	**16**	**H**	**LIFE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [NSSP121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ENGV121 [NSSP121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SEFV121 [NSSP121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[15] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J02 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: 4FE J02 *(Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[16]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LIFE112	**12**	**H**	**LIFE212**	**12**	**H**	**LIFE312**	**16**	**H**	**LIFE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [NSSP112]	12 8	H H	ARTE212 [NSSP211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [NSSP112]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [NSSP112]	12 8	H H	CATE213 [NSSP211]	12 8	H H	CATE313	16	H	CATE412	16	H
ENGV111 [NSSP112]	12 8	H H	ENGV211 [NSSP211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP112]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
INTE112 [NSSP112]	12 8	H H	INTE212 [NSSP211]	12 8	H H	INTE313	16	H	INTE413	16	H
PESP111 [NSSP112]	12 8	H H	PESP211 [NSSP211]	12 8	H H	PESP311	16	H	PESP411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SEFV111 [NSSP112]	12 8	H H	SEFV211 [NSSP211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [NSSP112]	12 8	H H	SOFV211 [NSSP211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LIFE122	**12**	**H**	**LIFE222**	**16**	**H**	**LIFE322**	**16**	**H**	**LIFE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [NSSP121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [NSSP121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [NSSP121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ENGV121 [NSSP121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
INTE123 [NSSP121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
PESP121 [NSSP121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SEFV121 [NSSP121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [NSSP121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[16] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J02 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: 4FE J02 *(Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[17]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LIFE112	**12**	**H**	**LIFE212**	**12**	**H**	**LIFE312**	**16**	**H**	**LIFE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [NSSP112]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [NSSP112]	12 8	H H	CATE213 [NSSP211]	12 8	H H	CATE313	16	H	CATE412	16	H
ENGV111 [NSSP112]	12 8	H H	ENGV211 [NSSP211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP112]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
MLIT111 [NSSP112]	12 8	H H	MLIT211 [NSSP211]	16	H	MLIT311	16	H	MLIT411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SOFV111 [NSSP112]	12 8	H H	SOFV211 [NSSP211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LIFE122	**12**	**H**	**LIFE222**	**16**	**H**	**LIFE322**	**16**	**H**	**LIFE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [NSSP121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [NSSP121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ENGV121 [NSSP121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
MLIT121 [NSSP121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SOFV121 [NSSP121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[17] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.8 BEd Senior and Further Education and Training phase: Information Technology Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Inligtingstegnologie-onderwys*

CODE AND DELIVERY MODE: 4FE J03 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J03 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[18]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
INTE112	**12**	**H**	**INTE212**	**12**	**H**	**INTE313**	**16**	**H**	**INTE413**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
INTE123	**12**	**H**	**INTE222**	**16**	**H**	**INTE323**	**16**	**H**	**INTE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[18] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.9 BEd Senior and Further Education and Training phase: English for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Onderwysengels*

CODE AND DELIVERY MODE: *4FF J04* (Distance) **DL** (English)
KODE EN METODE VAN AFLEWERING *4FF J04 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV111	**12**	**H**	**ENGV211**	**12**	**H**	**ENGV311**	**16**	**H**	**ENGV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[19]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV121	**12**	**H**	**ENGV221**	**16**	**H**	**ENGV321**	**16**	**H**	**ENGV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[19] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J04 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J04 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[20]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV111	**12**	**H**	**ENGV211**	**12**	**H**	**ENGV311**	**16**	**H**	**ENGV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[21]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een: AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV121	**12**	**H**	**ENGV221**	**16**	**H**	**ENGV321**	**16**	**H**	**ENGV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[20] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[21] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J04 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J04 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[22]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV111	**12**	**H**	**ENGV211**	**12**	**H**	**ENGV311**	**16**	**H**	**ENGV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[23]	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV121	**12**	**H**	**ENGV221**	**16**	**H**	**ENGV321**	**16**	**H**	**ENGV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[22] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[23] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J04 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J04 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[24]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV111	**12**	**H**	**ENGV211**	**12**	**H**	**ENGV311**	**16**	**H**	**ENGV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
MLIT111 [MATF111]	12 8	H H	MLIT211 [CULV211]	16	H	MLIT311	16	H	MLIT411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ENGV121	**12**	**H**	**ENGV221**	**16**	**H**	**ENGV321**	**16**	**H**	**ENGV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
MLIT121 [READ121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[24] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

BEd Senior and Further Education and Training phase: Economics for Education / BEd Senior en Verdere Onderwys en Opleidingsfase: Onderwysekonomie

CODE AND DELIVERY MODE: 4FF J05 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J05 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE112	**12**	**H**	**ECOE212**	**12**	**H**	**ECOE312**	**16**	**H**	**ECOE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [BSTG111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 [BSTG111]	12 8	H H	ARTE212 [ACCG211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [ACCG211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [ACCG211]	12 8	H H	LESE312	16	H	LESE411	16	H
SEFV111 [BSTG111]	12 8	H H	SEFV211 [ACCG211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [BSTG111]	12 8	H H	SOFV211 [ACCG211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		64	Total 1st semester *Totaal 1ste semester*		68	Total 1st semester *Totaal 1ste semester*		64
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[25]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE122	**12**	**H**	**ECOE222**	**16**	**H**	**ECOE322**	**16**	**H**	**ECOE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [READ121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [READ121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		60	Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		64	Total 2nd semester *Totaal 2de semester*		59
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		132	Total Year level 3 *Totaal Jaarvlak 3*		132	Total Year level 4 *Totaal Jaarvlak 4*		123
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											519

[25] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J05 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J05 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 */ JAARVLAK 1*			**YEAR LEVEL 2** */ JAARVLAK 2*			**YEAR LEVEL 3** */ JAARVLAK 3*			**YEAR LEVEL 4** */ JAARVLAK 4*		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[26]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE112	**12**	**H**	**ECOE212**	**12**	**H**	**ECOE312**	**16**	**H**	**ECOE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** ***/ KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [ACCG211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [ACCG211]	12 8	H H	LESE312	16	H	LESE411	16	H
SEFV111 [BSTG111]	12 8	H H	SEFV211 [ACCG211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[27]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE122	**12**	**H**	**ECOE222**	**16**	**H**	**ECOE322**	**16**	**H**	**ECOE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [READ121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
BSTE122 [READ121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME */ TOTAAL VIR DIE PROGRAM*											487

[26] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[27] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J05 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J05 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[28]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE112	**12**	**H**	**ECOE212**	**12**	**H**	**ECOE312**	**16**	**H**	**ECOE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [BSTG111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 [BSTG111]	12 8	H H	ARTE212 [ACCG211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [ACCG211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [ACCG211]	12 8	H H	LESE312	16	H	LESE411	16	H
SEFV111 [BSTG111]	12 8	H H	SEFV211 [ACCG211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [BSTG111]	12 8	H H	SOFV211 [ACCG211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[29]	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE122	**12**	**H**	**ECOE222**	**16**	**H**	**ECOE322**	**16**	**H**	**ECOE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [READ121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [READ121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[28] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[29] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J05 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J05 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[30]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE112	**12**	**H**	**ECOE212**	**12**	**H**	**ECOE312**	**16**	**H**	**ECOE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [BSTG111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [ACCG211]	12 8	H H	HISE312	16	H	HISE411	16	H
MLIT111 [BSTG111]	12 8	H H	MLIT211 [ACCG211]	16	H	MLIT311	16	H	MLIT411	16	H
SOFV111 [BSTG111]	12 8	H H	SOFV211 [ACCG211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ECOE122	**12**	**H**	**ECOE222**	**16**	**H**	**ECOE322**	**16**	**H**	**ECOE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [READ121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [READ121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
MLIT121 [READ121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[30] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.11 BEd Senior and Further Education and Training phase: History for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Onderwysgeskiedenis*

CODE AND DELIVERY MODE: 4FF J06 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J06 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE112	**12**	**H**	**HISE212**	**12**	**H**	**HISE312**	**16**	**H**	**HISE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE112 [MATF111]	12 8	H H	AFRE212 [GEOS212]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [GEOS212]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [GEOS212]	12 8	H H	ENGV311	16	H	ENGV411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [GEOS212]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [GEOS212]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE122	**12**	**H**	**HISE222**	**16**	**H**	**HISE322**	**16**	**H**	**HISE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [READ121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J06 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J06 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 */ JAARVLAK 1*			**YEAR LEVEL 2** */ JAARVLAK 2*			**YEAR LEVEL 3** */ JAARVLAK 3*			**YEAR LEVEL 4** */ JAARVLAK 4*		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[31]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE112	**12**	**H**	**HISE212**	**12**	**H**	**HISE312**	**16**	**H**	**HISE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** ***/ KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE112 [BSTG111]	12 8	H H	ECOE212 [GEOS212]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [GEOS212]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [CULV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [GEOS212]	12 8	H H	LIFE312	16	H	LIFE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE122	**12**	**H**	**HISE222**	**16**	**H**	**HISE322**	**16**	**H**	**HISE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME */ TOTAAL VIR DIE PROGRAM*											487

[31] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J06 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J06 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[32]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE112	**12**	**H**	**HISE212**	**12**	**H**	**HISE312**	**16**	**H**	**HISE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE112 [MATF111]	12 8	H H	AFRE212 [GEOS212]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [GEOS212]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [GEOS212]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [GEOS212]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [CULV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [GEOS212]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [GEOS212]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [GEOS212]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE122	**12**	**H**	**HISE222**	**16**	**H**	**HISE322**	**16**	**H**	**HISE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [READ121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[32] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J06 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J06 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[33]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE112	**12**	**H**	**HISE212**	**12**	**H**	**HISE312**	**16**	**H**	**HISE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE112 [MATF111]	12 8	H H	AFRE212 [GEOS212]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [GEOS212]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [GEOS212]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [GEOS212]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [CULV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [GEOS212]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [GEOS212]	12 8	H H	LOPE311	16	H	LOCE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
HISE122	**12**	**H**	**HISE222**	**16**	**H**	**HISE322**	**16**	**H**	**HISE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[33] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.12 BEd Senior and Further Education and Training phase: Geography for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Geografie vir Onderwys*

CODE AND DELIVERY MODE: 4FE J07 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J07 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[34]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
GEOE112	**12**	**H**	**GEOE212**	**12**	**H**	**GEOE312**	**16**	**H**	**GEOE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [HISV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [NSSP111]	12 8	H H	BSTE212 [HISV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [CULV211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [NSSP111]	12 8	H H	LESE212 [HISV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [HISV211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [HISV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [NSSP111]	12 8	H H	SEFV211 [HISV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[35]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
GEOE122	**12**	**H**	**GEOE222**	**16**	**H**	**GEOE322**	**16**	**H**	**GEOE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [NSSP121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [NSSP121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [NSSP121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[34] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[35] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J07 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J07 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[36]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
GEOE112	**12**	**H**	**GEOE212**	**12**	**H**	**GEOE312**	**16**	**H**	**GEOE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [HISV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [NSSP111]	12 8	H H	AFRE212 [HISV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [NSSP111]	12 8	H H	BSTE212 [HISV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [HISV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [CULV211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [NSSP111]	12 8	H H	LESE212 [HISV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [HISV211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [HISV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [NSSP111]	12 8	H H	SEFV211 [HISV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [NSSP111]	12 8	H H	SOFV211 [HISV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[37]	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
GEOE122	**12**	**H**	**GEOE222**	**16**	**H**	**GEOE322**	**16**	**H**	**GEOE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [NSSP121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
HISE122 [NSSP121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [NSSP121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [NSSP121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [NSSP121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[36] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[37] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J07 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J07 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[38]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
GEOE112	**12**	**H**	**GEOE212**	**12**	**H**	**GEOE312**	**16**	**H**	**GEOE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [HISV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [NSSP111]	12 8	H H	AFRE212 [HISV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [NSSP111]	12 8	H H	BSTE212 [HISV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [HISV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [NSSP111]	12 8	H H	ENGV211 [HISV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [CULV211]	12 8	H H	HISE312	16	H	HISE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [HISV211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [HISV211]	12 8	H H	MATH311	16	H	MATH411	16	H
MLIT111 [MATF111]	12 8	H H	MLIT211 [HISV211]	16	H	MLIT311	16	H	MLIT411	16	H
SOFV111 [NSSP111]	12 8	H H	SOFV211 [HISV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
GEOE122	**12**	**H**	**GEOE222**	**16**	**H**	**GEOE322**	**16**	**H**	**GEOE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [NSSP121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [NSSP121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [NSSP121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
MLIT121 [NSSP121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
SOFV121 [NSSP121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[38] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.13 BEd Senior and Further Education and Training phase: Life Orientation / *BEd Senior en Verdere Onderwys en Opleidingsfase: Lewensoriëntering*

CODE AND DELIVERY MODE: 4FF J08 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J08 (Afstand)* ***AL*** *(Engels).*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LOPV111	**12**	**H**	**LOSE211**	**12**	**H**	**LOPE311**	**16**	**H**	**LOCE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LOPV121	**12**	**H**	**LOSE221**	**16**	**H**	**LOPE321**	**16**	**H**	**LOCE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J08 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J08 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[39]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LOPV111	**12**	**H**	**LOSE211**	**12**	**H**	**LOPE311**	**16**	**H**	**LOCE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** / ***KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
INTE112 [MATF111]	12 8	H H	INTE212 [CULV211]	12 8	H H	INTE313	16	H	INTE413	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
SOFV111 [MATF111FETP111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LOPV121	**12**	**H**	**LOSE221**	**16**	**H**	**LOPE321**	**16**	**H**	**LOCE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
INTE123 [READ121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[39] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J08 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J08 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[40]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LOPV111	**12**	**H**	**LOSE211**	**12**	**H**	**LOPE311**	**16**	**H**	**LOCE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
MLIT111 [MATF111]	12 8	H H	MLIT211 [CULV211]	16	H	MLIT311	16	H	MLIT411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
LOPV121	**12**	**H**	**LOSE221**	**16**	**H**	**LOPE321**	**16**	**H**	**LOCE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
MLIT121 [READ121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[40] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.14 BEd Senior and Further Education and Training phase: Art for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Kuns vir Onderwys*

CODE AND DELIVERY MODE: 4FF J09 (Distance) DL (English)

KODE EN METODE VAN AFLEWERING: *4FF J09 (Afstand)* *AL (Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ARTE112	**12**	**H**	**ARTE212**	**12**	**H**	**ARTE312**	**16**	**H**	**ARTE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE112 [MUSI111]	12 8	H H	AFRE212 [MUSI211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
EGDE113 [MUSI111]	12 8	H H	EGDE212 [MUSI211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MUSI111]	12 8	H H	ENGV211 [MUSI211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
LOPV111 [MUSI111]	12 8	H H	LOSE211 [MUSI211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MUSI111]	12 8	H H	PESP211 [MUSI211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ARTE122	**12**	**H**	**ARTE222**	**16**	**H**	**ARTE322**	**16**	**H**	**ARTE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE122 [MUSI121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
EGDE123 [MUSI121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [MUSI121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
LOPV121 [MUSI121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [MUSI121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE-J09 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE-J09 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[41]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ARTE112	**12**	**H**	**ARTE212**	**12**	**H**	**ARTE312**	**16**	**H**	**ARTE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE112 [MUSI111]	12 8	H H	AFRE212 [MUSI211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MUSI111]	12 8	H H	CATE213 [MUSI211]	12 8	H H	CATE313	16	H	CATE412	16	H
EGDE113 [MUSI111]	12 8	H H	EGDE212 [MUSI211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MUSI111]	12 8	H H	ENGV211 [MUSI211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [MUSI111]	12 8	H H	GEOE212 [MUSI211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [MUSI111]	12 8	H H	LIFE212 [MUSI211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MUSI111]	12 8	H H	LOSE211 [MUSI211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MUSI111]	12 8	H H	PESP211 [MUSI211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ARTE122	**12**	**H**	**ARTE222**	**16**	**H**	**ARTE322**	**16**	**H**	**ARTE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
AFRE122 [MUSI121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [MUSI121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
EGDE123 [MUSI121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [MUSI121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [MUSI121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [MUSI121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [MUSI121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [MUSI121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[41] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.15 BEd Senior and Further Education and Training phase: Physical Science for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Fisiese Wetenskappe vir Onderwys*

CODE AND DELIVERY MODE: 4FE J10 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J10 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[42]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
PHSE112	**12**	**H**	**PHSE212**	**12**	**H**	**PHSE312**	**16**	**H**	**PHSE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [NSSP111]	12 8	H H	ACCE212 [NSSP211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [NSSP111]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [NSSP211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [NSSP111]	12 8	H H	LESE212 [NSSP211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[43]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
PHSE122	**12**	**H**	**PHSE222**	**16**	**H**	**PHSE322**	**16**	**H**	**PHSE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J10 (Contact) **PC** (Afrikaans, English)

[42] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[43] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[44]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
PHSE112	**12**	**H**	**PHSE212**	**12**	**H**	**PHSE312**	**16**	**H**	**PHSE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [NSSP111]	12 8	H H	ACCE212 [NSSP211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [NSSP111]	12 8	H H	AFRE212 [NSSP211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [NSSP111]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [NSSP111]	12 8	H H	EGDE212 [NSSP211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [NSSP211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [NSSP111]	12 8	H H	LESE212 [NSSP211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [NSSP111]	12 8	H H	LOSE211 [NSSP211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[45]	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
PHSE122	**12**	**H**	**PHSE222**	**16**	**H**	**PHSE322**	**16**	**H**	**PHSE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[44] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[45] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J10 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J10 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[46]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
PHSE112	**12**	**H**	**PHSE212**	**12**	**H**	**PHSE312**	**16**	**H**	**PHSE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [NSSP111]	12 8	H H	ACCE212 [NSSP211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [NSSP111]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [NSSP111]	12 8	H H	EGDE212 [NSSP211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [NSSP211]	12 8	H H	HISE312	16	H	HISE411	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [NSSP111]	12 8	H H	LOSE211 [NSSP211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
PHSE122	**12**	**H**	**PHSE222**	**16**	**H**	**PHSE322**	**16**	**H**	**PHSE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[46] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.16 BEd Senior and Further Education and Training phase: Business Studies for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Onderwysbesigheidstudies*

CODE AND DELIVERY MODE: 4FF J11 (Distance) **DL** (English)
KODE EN METODE VAN AFLEWERING: *4FF J11 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE112	**12**	**H**	**BSTE212**	**12**	**H**	**BSTE312**	**16**	**H**	**BSTE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATF111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ECOE112 [MATF111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [ACCG211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [ACCG211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [ACCG211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE122	**12**	**H**	**BSTE222**	**16**	**H**	**BSTE322**	**16**	**H**	**BSTE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [ECNG121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [ECNG121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
PESP121 [ECNG121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J11 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J11 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[47]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE112	**12**	**H**	**BSTE212**	**12**	**H**	**BSTE312**	**16**	**H**	**BSTE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATF111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
ECOE112 [MATF111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [ACCG211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [ACCG211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
PHSE112 [NSSP111]	12 8	H H	PHSE212 [ACCG211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE122	**12**	**H**	**BSTE222**	**16**	**H**	**BSTE322**	**16**	**H**	**BSTE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [ECNG121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[47] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J11 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J11 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[48]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE112	**12**	**H**	**BSTE212**	**12**	**H**	**BSTE312**	**16**	**H**	**BSTE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATF111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [ACCG211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [MATF111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [ACCG211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [ACCG211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [ACCG211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
INTE112 [MATF111]	12 8	H H	INTE212 [ACCG211]	12 8	H H	INTE313	16	H	INTE413	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [ACCG211]	12 8	H H	PESP311	16	H	PESP411	16	H
PHSE112 [NSSP111]	12 8	H H	PHSE212 [ACCG211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE122	**12**	**H**	**BSTE222**	**16**	**H**	**BSTE322**	**16**	**H**	**BSTE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [ECNG121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [ECNG121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [ECNG121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [ECNG121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
INTE123 [ECNG121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
PESP121 [ECNG121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[48] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J11 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J11 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[49]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE112	**12**	**H**	**BSTE212**	**12**	**H**	**BSTE312**	**16**	**H**	**BSTE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATF111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [ACCG211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [MATF111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [ACCG211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [ACCG211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [ACCG211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
PHSE112 [NSSP111]	12 8	H H	PHSE212 [ACCG211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
BSTE122	**12**	**H**	**BSTE222**	**16**	**H**	**BSTE322**	**16**	**H**	**BSTE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [ECNG121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [ECNG121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [ECNG121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [ECNG121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[49] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.18 BEd Senior and Further Education and Training phase: Accounting for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Rekeningkunde vir Onderwys*

CODE AND DELIVERY MODE: 4FF J12 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J12 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE112	**12**	**H**	**ACCE212**	**12**	**H**	**ACCE312**	**16**	**H**	**ACCE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [MATF111]	12 8	H H	BSTE212 [CULV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [CULV211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [BSTG111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
SOFV111 [BSTG111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[50]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE122	**12**	**H**	**ACCE222**	**16**	**H**	**ACCE322**	**16**	**H**	**ACCE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [ECNG121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [ECNG121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
SOFV121 [ECNG121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[50] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J12 (Contact) **M**C (English)

KODE EN METODE VAN AFLEWERING: *4FE J12 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 ***/ JAARVLAK 1***			**YEAR LEVEL 2** ***/ JAARVLAK 2***			**YEAR LEVEL 3** ***/ JAARVLAK 3***			**YEAR LEVEL 4** ***/ JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[51]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE112	**12**	**H**	**ACCE212**	**12**	**H**	**ACCE312**	**16**	**H**	**ACCE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** ***/ KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [MATF111]	12 8	H H	BSTE212 [CULV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [CULV211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [BSTG111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
PHSE112 [BSTG111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 /EDCA322[52]	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE122	**12**	**H**	**ACCE222**	**16**	**H**	**ACCE322**	**16**	**H**	**ACCE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [ECNG121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [ECNG121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME */ TOTAAL VIR DIE PROGRAM*											487

[51] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[52] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J12 (Contact) **P**C (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J12 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[53]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE112	**12**	**H**	**ACCE212**	**12**	**H**	**ACCE312**	**16**	**H**	**ACCE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** / ***KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [MATF111]	12 8	H H	BSTE212 [CULV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [BSTG111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [CULV211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [BSTG111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
INTE112 [BSTG111]	12 8	H H	INTE212 [CULV211]	12 8	H H	INTE313	16	H	INTE413	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
PHSE112 [BSTG111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SOFV111 [BSTG111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[54]	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE122	**12**	**H**	**ACCE222**	**16**	**H**	**ACCE322**	**16**	**H**	**ACCE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [ECNG121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [ECNG121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
INTE123 [ECNG121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
LESE122 [ECNG121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SOFV121 [ECNG121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[53] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[54] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J12 (Contact) **V**C (English)

KODE EN METODE VAN AFLEWERING: *4FE J12 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[55]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE112	**12**	**H**	**ACCE212**	**12**	**H**	**ACCE312**	**16**	**H**	**ACCE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [MATF111]	12 8	H H	BSTE212 [CULV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [BSTG111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [CULV211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [BSTG111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
PHSE112 [BSTG111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SOFV111 [BSTG111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
ACCE122	**12**	**H**	**ACCE222**	**16**	**H**	**ACCE322**	**16**	**H**	**ACCE423**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [ECNG121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [ECNG121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SOFV121 [ECNG121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[55] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.18 BEd Senior and Further Education and Training phase: Computer Applications Technology Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Rekenaartoepassingstegnologie-onderwys*

CODE AND DELIVERY MODE: 4FE J13 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J13 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[56]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
CATE112	**12**	**H**	**CATE213**	**12**	**H**	**CATE313**	**16**	**H**	**CATE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 [MATF111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321 / EDCA322[57]	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
CATE123	**12**	**H**	**CATE222**	**16**	**H**	**CATE322**	**16**	**H**	**CATE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ARTE122 [READ121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[56] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

[57] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA322 vervang module EDCA321 vir student wat LESE-modules registreer.*

CODE AND DELIVERY MODE: 4FE J13 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J13 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[58]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
CATE112	**12**	**H**	**CATE213**	**12**	**H**	**CATE313**	**16**	**H**	**CATE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS212]	12 8	H H	HISE312	16	H	HISE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
MLIT111 [MATF111]	12 8	H H	MLIT211 [CULV211]	16	H	MLIT311	16	H	MLIT411	16	H
SOFV111 [MATF111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / Kies een ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
CATE123	**12**	**H**	**CATE222**	**16**	**H**	**CATE322**	**16**	**H**	**CATE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
MLIT121 [READ121]	12 8	H H	MLIT221	16	H	MLIT321	16	H	MLIT421	16	H
SOFV121 [READ121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[58] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.19 BEd Senior and Further Education and Training phase: Mathematics for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Wiskunde vir onderwys*

CODE AND DELIVERY MODE: 4FF J14 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J14 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH111	**12**	**H**	**MATH211**	**12**	**H**	**MATH311**	**16**	**H**	**MATH411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATV111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATV111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ECOE112 [MATV111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [MATV111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATV111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
PESP111 [MATV111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH121	**12**	**H**	**MATH221**	**16**	**H**	**MATH321**	**16**	**H**	**MATH421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [MATV121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [MATV121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
ECOE122 [MATV121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [MATV121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [MATV121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
PESP121 [MATV121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		56
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J14 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J14 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 */ JAARVLAK 1*			**YEAR LEVEL 2** */ JAARVLAK 2*			**YEAR LEVEL 3** */ JAARVLAK 3*			**YEAR LEVEL 4** */ JAARVLAK 4*		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[59]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH111	**12**	**H**	**MATH211**	**12**	**H**	**MATH311**	**16**	**H**	**MATH411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** ***/ KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATV111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
ECOE112 [MATV111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE411	16	H
ENGV111 [MATV111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [MATV111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH121	**12**	**H**	**MATH221**	**16**	**H**	**MATH321**	**16**	**H**	**MATH421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [MATV121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
ECOE122 [MATV121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE421	16	H
ENGV121 [MATV121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [MATV121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		56
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME */ TOTAAL VIR DIE PROGRAM*											487

[59] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J14 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J14 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 */ JAARVLAK 1*			**YEAR LEVEL 2** */ JAARVLAK 2*			**YEAR LEVEL 3** */ JAARVLAK 3*			**YEAR LEVEL 4** */ JAARVLAK 4*		
Module code *Modulekode*	**Cr** *Kr*	**Type** *Tipe*	**Module code** *Modulekode*	**Cr** *Kr*	**Type** *Tipe*	**Module code** *Modulekode*	**Cr** *Kr*	**Type** *Tipe*	**Module code** *Modulekode*	**Cr** *Kr*	**Type** *Tipe*
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[60]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH111	**12**	**H**	**MATH211**	**12**	**H**	**MATH311**	**16**	**H**	**MATH411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATV111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATV111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATV111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [MATV111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [MATV111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATV111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [MATV111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
INTE112 [MATV111]	12 8	H H	INTE212 [CULV211]	12 8	H H	INTE313	16	H	INTE413	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
PESP111 [MATV111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH121	**12**	**H**	**MATH221**	**16**	**H**	**MATH321**	**16**	**H**	**MATH421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [MATV121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [MATV121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [MATV121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [MATV121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [MATV121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [MATV121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [MATV121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
INTE123 [MATV121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
PESP121 [MATV121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		56
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[60] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: *4FE J14* (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J14(Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[61]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH111	**12**	**H**	**MATH211**	**12**	**H**	**MATH311**	**16**	**H**	**MATH411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATV111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATV111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATV111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [MATV111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [MATV111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATV111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [MATV111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		66	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MATH121	**12**	**H**	**MATH221**	**16**	**H**	**MATH321**	**16**	**H**	**MATH421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [MATV121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [MATV121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [MATV121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [MATV121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [MATV121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [MATV121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [MATV121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[61] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.20 BEd Senior and Further Education and Training phase: Setswana (M) for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Setswana vir Onderwys (M)*

CODE AND DELIVERY MODE: 4FF J15 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J15 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SEFV111	**12**	**H**	**SEFV211**	**12**	**H**	**SEFV311**	**16**	**H**	**SEFV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SEFV121	**12**	**H**	**SEFV221**	**16**	**H**	**SEFV321**	**16**	**H**	**SEFV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [READ121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J15 (Contact) **MC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J15 (Kontak)* ***MK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
ALDE111	12	A[62]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SEFV111	**12**	**H**	**SEFV211**	**12**	**H**	**SEFV311**	**16**	**H**	**SEFV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		262	Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		63
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SECL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SEFV121	**12**	**H**	**SEFV221**	**16**	**H**	**SEFV321**	**16**	**H**	**SEFV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[62] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J15 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J15 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[63]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SEFV111	**12**	**H**	**SEFV211**	**12**	**H**	**SEFV311**	**16**	**H**	**SEFV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		66	Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		63
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SEFV121	**12**	**H**	**SEFV221**	**16**	**H**	**SEFV321**	**16**	**H**	**SEFV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [READ121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[63] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

BEd Senior and Further Education and Training phase: Engineering Graphics and Design for Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Ingenieursgrafika en -ontwerp vir Onderwys*

CODE AND DELIVERY MODE: 4FF J16 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J16 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
EGDE113	**12**	**H**	**EGDE212**	**12**	**H**	**EGDE312**	**16**	**H**	**EGDE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [FETP111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [FETP111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ECOE112 [FETP111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [FETP111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
PESP111 [FETP111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
SOFV111 [FETP111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
EGDE123	**12**	**H**	**EGDE222**	**16**	**H**	**EGDE322**	**16**	**H**	**EGDE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [FETM121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [FETM121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ECOE122 [FETM121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [FETM121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
PESP121 [FETM121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
SOFV121 [FETM121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J16 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J16 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[64]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
EGDE113	**12**	**H**	**EGDE212**	**12**	**H**	**EGDE312**	**16**	**H**	**EGDE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE112 [FETP111]	12 8	H H	ARTE212 [CULV211]	12 8	H H	ARTE312	16	H	ARTE411	16	H
BSTE112 [FETP111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [FETP111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [FETP111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [FETP111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
INTE112 [FETP111]	12 8	H H	INTE212 [CULV211]	12 8	H H	INTE313	16	H	INTE413	16	H
PESP111 [FETP111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
PHSE112 [FETP111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SOFV111 [FETP111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
EGDE123	**12**	**H**	**EGDE222**	**16**	**H**	**EGDE322**	**16**	**H**	**EGDE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ARTE122 [FETM121]	12 8	H H	ARTE222	16	H	ARTE322	16	H	ARTE421	16	H
BSTE122 [FETM121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [FETM121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [FETM121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [FETM121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
INTE123 [FETM121]	12 8	H H	INTE222	16	H	INTE323	16	H	INTE422	16	H
PESP121 [FETM121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
PHSE122 [FETM121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SOFV121 [FETM121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[64] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J16 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J16 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[65]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
EGDE113	**12**	**H**	**EGDE212**	**12**	**H**	**EGDE312**	**16**	**H**	**EGDE411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE112 [FETP111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [FETP111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [FETP111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [FETP111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
PHSE112 [FETP111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SOFV111 [FETP111]	12 8	H H	SOFV211 [CULV211]	12 8	H H	SOFV311	16	H	SOFV411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
EGDE123	**12**	**H**	**EGDE222**	**16**	**H**	**EGDE322**	**16**	**H**	**EGDE421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
BSTE122 [FETM121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE123 [FETM121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [FETM121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [FETM121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
PHSE122 [FETM121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SOFV121 [FETM121]	12 8	H H	SOFV221	16	H	SOFV321	16	H	SOFV421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[65] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.21 BEd Senior and Further Education and Training phase: Mechanical Technology Education / BEd *Senior en Verdere Onderwys en Opleidingsfase: Meganiese Tegnologie vir onderwys*

CODE AND DELIVERY MODE: 4FE J17 (Contact)[66] **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J17 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 */ JAARVLAK 1*			**YEAR LEVEL 2** */ JAARVLAK 2*			**YEAR LEVEL 3** */ JAARVLAK 3*			**YEAR LEVEL 4** */ JAARVLAK 4*		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCA111	8	H	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[67]	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			FETW211	**12**	**H**	**ITEE312**	**8**	**H**	**ITEE413**	**8**	**H**
						VTEE313	**8**	**H**	**VTEE413**	**8**	**H**
Specialisation subject 2 [and GET subjects] *Spesialiseringsvak 2 [en AOO vakke]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE113	12	H	EGDE212	12	H	EGDE312	16	H	EGDE411	16	H
FETC111	12	H									
FETM112	12	H									
FETP111	8	H									
Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		54	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			ITEE222	**8**	**H**	**ITEE323**	**8**	**H**	**ITEE423**	**8**	**H**
			VTEE223	**8**	**H**	**VTEE323**	**8**	**H**	**VTEE423**	**8**	**H**
Specialisation subject 2 [and GET subjects] *Spesialiseringsvak 2 [en AOO vakke]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE123	12	H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
FETE121	12	H									
WSKT123	12	H									
Total 2nd semester *Totaal 2de semester*		72	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		132	Total Year level 2 *Totaal Jaarvlak 2*		120	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME */ TOTAAL VIR DIE PROGRAM*											487

[66] Students that do not meet the minimum requirements (p62), must complete the non-credit bearing additional bridging modules MTEC 111 and MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes (bl62) voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 en MTEC121 voltooi.*

[67] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J17 (Contact)[68] **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J17 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCA111	8	H	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[69]	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			FETW211	**12**	**H**	**ITEE312**	**8**	**H**	**ITEE413**	**8**	**H**
						VTEE313	**8**	**H**	**VTEE413**	**8**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE113	12	H	EGDE212	12	H	EGDE312	16	H	EGDE411	16	H
FETC111	12	H									
FETM112	12	H									
FETP111	8	H									
Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		54	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			ITEE222	**8**	**H**	**ITEE323**	**8**	**H**	**ITEE423**	**8**	**H**
			VTEE223	**8**	**H**	**VTEE323**	**8**	**H**	**VTEE423**	**8**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE123	12	H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
FETE121	12	H									
WSKT123	12	H									
Total 2nd semester *Totaal 2de semester*		72	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		132	Total Year level 2 *Totaal Jaarvlak 2*		120	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[68] Students that do not meet the minimum requirements (p62), must complete the non-credit bearing additional bridging modules MTEC 111 and MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes (bl62) voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 en MTEC121 voltooi.*

[69] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.22 BEd Senior and Further Education and Training phase: Civil Technology Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Siviele Tegnologie vir onderwys*

CODE AND DELIVERY MODE: 4FE J18 (Contact)[70] **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J18 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCA111	8	H	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[71]	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			CTEE212	**12**	**H**	**CTEE312**	**16**	**H**	**CTEE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE113	12	H	EGDE212	12	H	EGDE312	16	H	EGDE411	16	H
FETC111	12	H									
FETM112	12	H									
FETP111	8	H									
Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		54	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			CTEE222	**16**	**H**	**CTEE322**	**16**	**H**	**CTEE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE123	12	H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
FETE121	12	H									
WSKT123	12	H									
Total 2nd semester *Totaal 2de semester*		72	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		132	Total Year level 2 *Totaal Jaarvlak 2*		120	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[70] Students that do not meet the minimum requirements (p62), must complete the non-credit bearing additional bridging modules MTEC 111 and MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes (bl62) voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 en MTEC121 voltooi.*

[71] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J18 (Contact)[72] **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J18 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCA111	8	H	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[73]	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			CTEE212	**12**	**H**	**CTEE312**	**16**	**H**	**CTEE412**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE113	12	H	EGDE212	12	H	EGDE312	16	H	EGDE411	16	H
FETC111	12	H									
FETM112	12	H									
FETP111	8	H									
Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		54	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			CTEE222	**16**	**H**	**CTEE322**	**16**	**H**	**CTEE422**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE123	12	H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
FETE121	12	H									
WSKT123	12	H									
Total 2nd semester *Totaal 2de semester*		72	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		132	Total Year level 2 *Totaal Jaarvlak 2*		120	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[72] Students that do not meet the minimum requirements (p62), must complete the non-credit bearing additional bridging modules MTEC 111 and MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes (bl62) voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 en MTEC121 voltooi.*

[73] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.23 BEd Senior and Further Education and Training phase: Electrical Technology Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Elektriese Tegnologie vir onderwys*

CODE AND DELIVERY MODE: 4FE J19 (Contact)[74] **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J19 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCA111	8	H	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[75]	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			ETEE213	**12**	**H**	**ETEE312**	**16**	**H**	**ETEE414**	**8**	**H**
									ETEE415	**8**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE113	12	H	EGDE212	12	H	EGDE312	16	H	EGDE411	16	H
FETC111	12	H									
FETM112	12	H									
FETP111	8	H									
Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		54	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			ETEE222	**16**	**H**	**ETEE322**	**16**	**H**	**ETEE424**	**8**	**H**
									ETEE425	**8**	**H**
Specialisation subject 2 [and GET subjects] *Spesialiseringsvak 2 [en AOO vakke]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE123	12	H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
FETE121	12	H									
WSKT123	12	H									
Total 2nd semester *Totaal 2de semester*		72	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		132	Total Year level 2 *Totaal Jaarvlak 2*		120	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[74] Students that do not meet the minimum requirements (p62), must complete the non-credit bearing additional bridging modules MTEC 111 and MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes (bl62) voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 en MTEC121 voltooi.*

[75] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J19 (Contact)[76] **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J19 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / ***JAARMODULE***											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / ***EERSTE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCA111	8	H	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
Choose one *Kies een*: ALDA111 / ALDE111	12	A[77]	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			ETEE213	**12**	**H**	**ETEE312**	**16**	**H**	**ETEE414**	**8**	**H**
									ETEE415	**8**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE113	12	H	EGDE212	12	H	EGDE312	16	H	EGDE411	16	H
FETC111	12	H									
FETM112	12	H									
FETP111	8	H									
Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		54	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / ***TWEEDE SEMESTER***											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
			ETEE222	**16**	**H**	**ETEE322**	**16**	**H**	**ETEE424**	**8**	**H**
									ETEE425	**8**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
EGDE123	12	H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
FETE121	12	H									
WSKT123	12	H									
Total 2nd semester *Totaal 2de semester*		72	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		132	Total Year level 2 *Totaal Jaarvlak 2*		120	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[76] Students that do not meet the minimum requirements (p62), must complete the non-credit bearing additional bridging modules MTEC 111 and MTEC 121. / *Studente wat nie aan die minimum toelatingsvereistes (bl62) voldoen het nie, moet die nie-kredietdraende addisionele brugmodules MTEC111 en MTEC121 voltooi.*

[77] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.24 BEd Senior and Further Education and Training phase: Mathematical Literacy Education / *BEd Senior en Verdere Onderwys en Opleidingsfase: Wiskundige Geletterdheid-onderwys*

CODE AND DELIVERY MODE: 4FE J20 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J20 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			YEAR LEVEL 2 / *JAARVLAK 2*			YEAR LEVEL 3 / *JAARVLAK 3*			YEAR LEVEL 4 / *JAARVLAK 4*		
Module code *Modulekode*	**Cr** *Kr*	**Type** *Tipe*	**Module code** *Modulekode*	**Cr** *Kr*	**Type** *Tipe*	**Module code** *Modulekode*	**Cr** *Kr*	**Type** *Tipe*	**Module code** *Modulekode*	**Cr** *Kr*	**Type** *Tipe*
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[78]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MLIT111	**12**	**H**	**MLIT211**	**12**	**H**	**MLIT311**	**16**	**H**	**MLIT411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE112 [MATF111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [MATF111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [MATF111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [MATF111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [MATF111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
MLIT121	**12**	**H**	**MLIT221**	**16**	**H**	**MLIT321**	**16**	**H**	**MLIT421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE423	16	H
AFRE122 [READ121]	12 8	H H	AFRE223	16	H	AFRE322	16	H	AFRE423	16	H
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		56
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[78] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.3.6.25 BEd Senior and Further Education and Training phase: Sesotho (M) for Education ***/ BEd Senior en Verdere Onderwys en Opleidingsfase: Sesotho vir Onderwys (M)***

CODE AND DELIVERY MODE: 4FF J21 (Distance) **DL** (English)

KODE EN METODE VAN AFLEWERING: *4FF J21 (Afstand)* ***AL*** *(Engels)*

YEAR LEVEL 1 ***/ JAARVLAK 1***			**YEAR LEVEL 2** ***/ JAARVLAK 2***			**YEAR LEVEL 3** ***/ JAARVLAK 3***			**YEAR LEVEL 4** ***/ JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SOFV111	**12**	**H**	**SOFV211**	**12**	**H**	**SOFV311**	**16**	**H**	**SOFV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE** ***/ KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SOFV121	**12**	**H**	**SOFV221**	**16**	**H**	**SOFV321**	**16**	**H**	**SOFV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [READ121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

CODE AND DELIVERY MODE: 4FE J21 (Contact) **PC** (Afrikaans, English)

KODE EN METODE VAN AFLEWERING: *4FE J21 (Kontak)* ***PK*** *(Afrikaans, Engels)*

YEAR LEVEL 1 / ***JAARVLAK 1***			**YEAR LEVEL 2** / ***JAARVLAK 2***			**YEAR LEVEL 3** / ***JAARVLAK 3***			**YEAR LEVEL 4** / ***JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[79]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SOFV111	**12**	**H**	**SOFV211**	**12**	**H**	**SOFV311**	**16**	**H**	**SOFV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 [MATF111]	12 8	H H	PESP211 [CULV211]	12 8	H H	PESP311	16	H	PESP411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / PECL121 / SECL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SOFV121	**12**	**H**	**SOFV221**	**16**	**H**	**SOFV321**	**16**	**H**	**SOFV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 [READ121]	12 8	H H	PESP221	16	H	PESP321	16	H	PESP421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[79] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

CODE AND DELIVERY MODE: 4FE J21 (Contact) **VC** (English)

KODE EN METODE VAN AFLEWERING: *4FE J21 (Kontak)* ***VK*** *(Engels)*

YEAR LEVEL 1 / *JAARVLAK 1*			**YEAR LEVEL 2 / *JAARVLAK 2***			**YEAR LEVEL 3 / *JAARVLAK 3***			**YEAR LEVEL 4 / *JAARVLAK 4***		
Module code ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***	**Module code** ***Modulekode***	**Cr** ***Kr***	**Type** ***Tipe***
YEAR MODULE / *JAARMODULE*											
TPED178	16	H	TPED278	16	H	TPED378	16	H	TPED478	16	H
			ENAC271	12	X						
FIRST SEMESTER / *EERSTE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDTC112	8	X	EDCC214	8	H	EDTM312	8	X	EDCC413	8	H
EDCA111	8	H	EDCC215	8	H	UTEW311	12	X	EDCA411	8	H
Choose one / *Kies een*: ALDA111 / ALDE111	12	A[80]									
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SOFV111	**12**	**H**	**SOFV211**	**12**	**H**	**SOFV311**	**16**	**H**	**SOFV411**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]* **CHOOSE ONE / *KIES EEN***			Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE112 [MATF111]	12 8	H H	CATE213 [CULV211]	12 8	H H	CATE313	16	H	CATE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
EGDE113 [FETP111]	12 8	H H	EGDE212 [CULV211]	12 8	H H	EGDE312	16	H	EGDE411	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 [NSSP111]	12 8	H H	GEOE212 [HISV211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
Total 1st semester *Totaal 1ste semester*		56	Total 1st semester *Totaal 1ste semester*		62	Total 1st semester *Totaal 1ste semester*		60	Total 1st semester *Totaal 1ste semester*		56
SECOND SEMESTER / *TWEEDE SEMESTER*											
Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*			Fundamental modules *Fundamentele modules*		
EDCC125	8	H	EDCC224	8	H	EDCA321	8	H	EDCC423	8	H
Choose one / *Kies een* ALDA122 / ALDE122	12	X	UTEW221	12	X	EDCC325	8	H	RESF423	12	X
Choose one Kies een AFCL121 / SOLC121 / ZUCL121	8	X							LOCC421	1	X
									LOLT424	1	X
									Choose one *Kies een* LTSF420 / LTSF421 / LTSF422 / LTSF423 / LTSF424 / LTSF425 / LTSF426 / LTSF427 / LTSF428 / LTSF429	1	X
Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*			Specialisation Subject 1 *Spesialiseringsvak 1*		
SOFV121	**12**	**H**	**SOFV221**	**16**	**H**	**SOFV321**	**16**	**H**	**SOFV421**	**16**	**H**
Specialisation subject 2 [and GET subject] *Spesialiseringsvak 2 [en AOO vak]*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*			Specialisation subject 2 *Spesialiseringsvak 2*		
CATE123 [READ121]	12 8	H H	CATE222	16	H	CATE322	16	H	CATE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
EGDE123 [FETM121]	12 8	H H	EGDE222	16	H	EGDE322	16	H	EGDE421	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
Total 2nd semester *Totaal 2de semester*		68	Total 2nd semester *Totaal 2de semester*		66	Total 2nd semester *Totaal 2de semester*		56	Total 2nd semester *Totaal 2de semester*		63
Total Year level 1 *Totaal Jaarvlak 1*		124	Total Year level 2 *Totaal Jaarvlak 2*		128	Total Year level 3 *Totaal Jaarvlak 3*		116	Total Year level 4 *Totaal Jaarvlak 4*		119
TOTAL FOR THE PROGRAMME / *TOTAAL VIR DIE PROGRAM*											487

[80] This additional module is non-credit bearing to the programme. / *Die addisionele module is nie-kreditdraend tot die program.*

EDU.4 MODULE OUTCOMES / *MODULE-UITKOMSTE*

Module code / *Modulekode*: **ACCE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Accounting for Education: Application of Accounting Systems

Titel: Onderwysrekeningkunde: Toepassing van Rekeningkundige Stelsels

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

- an informed understanding of the purpose and function of Accounting;
- the ability to identify and analyse the elements of an accounting system in the reconciliation of Bank and control accounts for the use according to due procedures and processes in the Accounting system and to demonstrate accuracy in all calculations;
- the ability to behave ethically, to remain well-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;
- the ability to select information and combine his/her theoretical knowledge with practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) together with the ability to represent this to the learners in his/her own classroom; and
- application of the systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip van die doel en funksie van Rekeningkunde;*
- *die vermoë om elemente van ŉ rekeningkundige stelsel in die versoening van bank- en kontrolerekeninge, vir die gebruik volgens prosedures en prosesse in die rekeningkundige stelsel te kan identifiseer en te analiseer, en om akkuraatheid in alle berekeninge te kan demonstreer;*
- *die vermoë om eties op te tree, selfgemotiveerd en waarde-gedrewe te bly onder alle bedryfsomstandighede en om in alle vorme van kommunikasie, skriftelik en mondelings, verantwoordbaarheid te kan demonstreer;*
- *die vermoë om inligting vanuit sy/haar teoretiese kennis te kan selekteer en met praktiese toepassings te kan kombineer, en om die nodige aanbiedingsvaardighede volgens algemeen aanvaarde rekeningkundige praktyk (GAAP) te kan ontwikkel, met inbegrip van die vermoë om dit aan leerders in sy/haar klaskamer te kan voordra; en*
- *toepassing van die sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse weerspieël reflekteer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Accounting for Education: Financial Reporting – Sole Proprietor

Titel: Onderwysrekeningkunde: Finansiële Verslagdoening – Alleeneienaar

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

- display a knowledge of financial reporting by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice;
- collect, analyse, present, report and interpret the linked elements of an accounting system/practice such as the trial balances, settlements, final accounts, ten column work sheets, financial statements and ratios in principle with theoretical basis, the use of procedures and processes in practice-related examples/situations;
- behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;
- select information and combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and
- apply systematic knowledge regarding lesson planning and problem-solving that reflects basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis aangaande finansiële verslagdoening te kan demonstreer deur ŉ rekeningkundige stelsel in ooreenstemming met die behoeftes van ŉ spesifieke toepassing/benadering tot ŉ rekeningkundige praktyk te kan ontwerp;*
- *die verbandhoudende elemente van ŉ rekeningkundige stelsel/praktyk, soos proefbalanse, skikkings, finale rekeninge, tienkolomwerkstate, finansiële state en ratio's op prinsiep van die teoretiese grondslag, en die gebruik van prosedures en prosesse binne praktykverwante voorbeelde/kontekste te kan insamel, analiseer, aanbied en interpreteer;*
- *eties te kan optree en self-gemotiveerd en waarde-gedrewe te kan bly onder alle bedryfsomstandighede en in alle vorme van kommunikasie, skriftelik en mondelings, en om verantwoordbaarheid te kan demonstreer;*
- *inligting vanuit sy/haar teoretiese kennis te kan selekteer en dit met praktiese toepassings te kan kombineer, en om die nodige aanbiedingsvaardighede en toepaslike tegnologieë volgens algemeen aanvaarde rekeningkundige praktyk (AARP) te kan gebruik, en dit aan leerders in sy/haar klaskamer te kan oordra; en*
- *die sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse reflekteer, te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Accounting for Education: Asset Disposal and Partnership

Titel: Onderwysrekeningkunde: Toepassing van Rekeningkundige Stelsels

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

- an informed understanding of the purpose and function of Accounting;
- the ability to identify and analyse the elements of an accounting system in the reconciliation of Bank and control accounts for the use according to due procedures and processes in the Accounting system and to demonstrate accuracy in all calculations;
- the ability to behave ethically, to remain well-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;
- the ability to select information and combine his/her theoretical knowledge with practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) together with the ability to represent this to the learners in his/her own classroom; and
- application of the systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip van die doel en funksie van Rekeningkunde;*
- *die vermoë om elemente van ŉ rekeningkundige stelsel in die versoening van bank- en kontrolerekeninge, vir die gebruik volgens prosedures en prosesse in die rekeningkundige stelsel te kan identifiseer en te analiseer, en om akkuraatheid in alle berekeninge te kan demonstreer;*
- *die vermoë om eties op te tree, selfgemotiveerd en waarde-gedrewe te bly onder alle bedryfsomstandighede en om in alle vorme van kommunikasie, skriftelik en mondelings, verantwoordbaarheid te kan demonstreer;*
- *die vermoë om inligting vanuit sy/haar teoretiese kennis te kan selekteer en met praktiese toepassings te kan kombineer, en om die nodige aanbiedingsvaardighede volgens algemeen aanvaarde rekeningkundige praktyk (GAAP) te kan ontwikkel, met inbegrip van die vermoë om dit aan leerders in sy/haar klaskamer te kan voordra; en*
- *toepassing van die sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse weerspieël reflekteer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Accounting for Education: Manufacturing, Non-Trading Enterprises and Budgets

Titel: Onderwysrekeningkunde: Vervaardiging, Nie-Handeldrywende Ondernemings en Begrotings

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

- a detailed knowledge of manufacturing, non-profit organizations (sport clubs) and budgets by designing an accounting system to cater for the needs of a specific application/approach to accounting practice;
- the ability to analyse critically, evaluate and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses (sport clubs); interpret financial data for budgets formulated on a sound theoretical basis, the use of correct procedures and formats in practically related examples/situations;
- behaviour that is ethically motivated and value-driven in all operational circumstances, in all forms of communication, written and verbal and in every way to demonstrate accountability;
- the ability to select information and to direct his / her theoretical knowledge into practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to communicate this accurately to the learners in his/her own classroom; and
- application of the systematic knowledge regarding lesson planning and problem solving that reflect basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande vervaardiging, nie-winsgewende organisasies (sportklubs) en begrotings deur ŉ rekeningkundige stelsel te kan ontwerp wat in die behoeftes van ŉ spesifieke toepassing/benadering tot ŉ rekeningkundige praktyk kan voorsien;*
- *die vermoë om die verbandhoudende elemente van ŉ rekeningkundige stelsel/praktyk, soos die vervaardiging en nie-handeldrywende ondernemings (sportklubs), finansiële data vir begrotings wat volgens ŉ kerngesonde teoretiese grondslag geformuleer is, en die gebruik van korrekte prosedures en formate binne praktykverwante voorbeelde/kontekste krities te kan evalueer en interpreteer;*
- *eties-gemotiveerde en waarde-gedrewe optrede onder alle bedryfsomstandighede en in alle vorme van kommunikasie, skriftelik en mondelings, en op elke wyse verantwoordbaarheid te kan demonstreer;*
- *die vermoë om inligting vanuit sy/haar teoretiese kennis te kan selekteer en dit te kan fokus op praktiese toepassings, en om die nodige aanbiedingsvaardighede en toepaslike tegnologieë volgens algemeen aanvaarde rekeningkundige praktyk (AARP) te gebruik, en dit akkuraat aan leerders in sy/haar klaskamer te kan oor dra; en*
- *die toepassing van sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse reflekteer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Accounting for Education: Close Corporations and Companies

Titel: Onderwysrekeningkunde: Beslote Korporasies en Maatskappye

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

- display integrated knowledge of close corporations and companies by designing an accounting system according to the needs of a specific application/approach to an accounting practice;
- analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journals, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements based on sound theoretical bases, and the use of procedures and processes in practically related examples/situations;
- present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;
- behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;
- select information and to combine this with his / her theoretical knowledge in practical applications and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) to represent this to the learners in his/her own classroom; and
- apply systematic knowledge to lesson planning and problem-solving that reflects basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande beslote korporasies en maatskappye te kan demonstreer deur ŉ rekeningkundige stelsel volgens die behoeftes van ŉ spesifieke toepassing/benadering tot ŉ rekeningkundige praktyk te kan ontwerp;*
- *die verbandhoudende elemente van ŉ rekeningkundige stelsel/praktyk, soos rekeningkundige inskrywings in die verskeie boeke (joernale, grootboeke) met betrekking tot beslote korporasies en maatskappye as besigheidsvorme, geslote rekeninge en finansiële eindjaarstate op grond van kerngesonde teoretiese grondslae, en die gebruik van prosedures en prosesse in praktykverwante voorbeelde/kontekste te kan analiseer, interpreteer en in verband bring;*
- *finansiële inligting doeltreffend te kan kommunikeer deur algemeen aanvaarde rekeningkundige praktyk met huidige ontwikkelinge en wetgewing te kan belyn;*
- *eties te kan optree en self-gemotiveerd en waarde-gedrewe te kan bly onder alle bedryfsomstandighede en in alle vorme van kommunikasie, skriftelik en mondelings, en om verantwoordbaarheid te kan demonstreer;*
- *inligting vanuit sy/haar teoretiese kennis te kan selekteer en dit met praktiese toepassings te kan kombineer, en om die nodige aanbiedingsvaardighede en toepaslike tegnologieë volgens algemeen aanvaarde rekeningkundige praktyk (AARP) te kan gebruik, en dit aan leerders in sy/haar klaskamer te kan oordra; en*
- *sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse reflekteer, te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Accounting for Education: Financial Statements and Budgets

Titel: Onderwysrekeningkunde: Finansiële State en Begrotings

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

- display an integrated knowledge of the financial statements of companies and budgets by designing an accounting system according to the needs of a specific application/approach to an accounting practice;
- analyse, interpret, define as well as indicate and interpret the functions of the financial statements from the linked elements of an accounting system/practice such as cash flow statement and cash budgeting of Companies observing the correct theoretical bases, and using correct procedures and processes, conventions and format in practically related examples/situations;
- present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;
- behave ethically and to remain self-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;
- select information and to combine this with his/her theoretical knowledge made manifest in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and
- apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande die finansiële state en begrotings van maatskappye te kan demonstreer deur ŉ rekeningkundige stelsel volgens die behoeftes van ŉ spesifieke toepassing/benadering tot ŉ rekeningkundige praktyk te kan ontwerp;*
- *die funksies van die finansiële state vanuit die verbandhoudende elemente van ŉ rekeningkundige stelsel/praktyk, soos kontantvloeistate en kontantbegrotings van maatskappye, met inagneming van die korrekte teoretiese grondslae, en die gebruik van korrekte prosedures en prosesse, konvensies en formate binne praktykverwante voorbeelde/kontekste te kan analiseer, interpreteer, definieer, sowel as aandui;*
- *finansiële inligting doeltreffend te kan aanbied en kommunikeer deur algemeen aanvaarde rekeningkundige praktyk met huidige ontwikkelinge en wetgewing te kan belyn;*

- *eties te kan optree en self-gemotiveerd en waarde-gedrewe te kan bly onder alle bedryfsomstandighede en in alle vorme van kommunikasie, skriftelik en mondelings, en om verantwoordbaarheid te kan demonstreer;*
- *inligting vanuit sy/haar teoretiese kennis te kan selekteer en dit te kan kombineer soos dit in die praktyk na vore kom, en om die nodige aanbiedingsvaardighede en toepaslike tegnologieë volgens algemeen aanvaarde rekeningkundige praktyk (AARP) te kan gebruik, en dit aan leerders in sy/haar klaskamer te kan oordra; en*
- *sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse reflekteer, te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal Control and Auditing

Titel: Onderwysrekeningkunde: Regstelling van Foute en Onvolledige Rekords, Etiek, Interne Beheer en Ouditering

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

- display a systematic knowledge of the correction of errors and conversion of incomplete records, ethics, internal control and auditing by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations;
- analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information or incomplete records;
- present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation, internal control and auditing;
- behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;
- select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and
- apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *sistematiese kennis aangaande die regstelling van foute en omskakeling van onvolledige rekords, etiek, interne beheer en ouditering te kan demonstreer deur die korrekte prosedures en formate van praktykverwante voorbeelde/kontekste te kan gebruik om ŉ rekeningkundige stelsel volgens die behoeftes van ŉ spesifieke toepassing/benadering tot ŉ rekeningkundige praktyk te kan ontwerp;*
- *die funksies van die finansiële state vanuit die verbandhoudende elemente van ŉ rekeningkundige stelsel/praktyk, soos die voorbereiding van rekeningkundige boeke en state van onvolledige inligting of onvolledige rekords, te kan analiseer, interpreteer, definieer, asook aandui;*
- *finansiële inligting doeltreffend te kan aanbied en/of kommunikeer deur algemeen aanvaarde rekeningkundige praktyk met huidige ontwikkelinge en wetgewing, interne beheer en ouditering te kan belyn;*
- *eties te kan optree en self-gemotiveerd en waarde-gedrewe te kan bly onder alle bedryfsomstandighede en in alle vorme van kommunikasie, skriftelik en mondelings, en om verantwoordbaarheid te kan demonstreer;*
- *inligting vanuit sy/haar teoretiese kennis te kan selekteer en dit met praktiese toepassings te kan kombineer, en om die nodige aanbiedingsvaardighede en toepaslike tegnologieë volgens algemeen aanvaarde rekeningkundige praktyk (AARP) te kan gebruik, en dit aan leerders in sy/haar klaskamer te kan oordra; en*
- *sistematiese kennis aangaande lesbeplanning en probleemoplossing wat die basiese rekeningkundige prosedures en prosesse reflekteer, te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCE423**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Applied Accounting for Education

Titel: Toegepaste Rekeningkunde vir Onderwys

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

- integrated and holistic knowledge of Accounting education as desired by need for a specific application/approach to an accounting practices by using correct procedures and formats in practically related examples and situations;
- analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of accounting system/practice in a computerised system;
- deal with unknown concrete and abstract problems by means of research and information-acquisition skills, to obtain information and to integrate this as a whole to form part of a solution and to communicate this to a lay or professional audience by making use of the technology in the Accounting classroom ;
- present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation; internal control and auditing;
- behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; and
- select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde en holistiese kennis van rekeningkundige onderwys, soos vereis deur spesifieke toepassing / benadering tot rekeningkundige praktyke deur korrekte proseduresformate in praktiese verwante voorbeelde en situasies te gebruik ;*
- *die verbandhoudende elemente van die funksies van finansiële state van ŉ rekeningkundige stelsel/praktyk in ŉ gerekenariseerde stelsel te kan analiseer, interpreteer, definieer, sowel as aandui;*
- *onbekende konkrete en abstrakte probleme met behulp van navorsing en verkreë inligtingsvaardighede te kan hanteer, ten einde inligting te kan verkry en dit as ŉ geheel te kan integreer om deel van die oplossing te kan vorm, en om dit aan ŉ leke- of professionele gehoor te kan kommunikeer deur tegnologie in die Rekeningkunde-klaskamer te gebruik;*
- *finansiële inligting doeltreffend te kan aanbied en/of kommunikeer deur algemeen aanvaarde rekeningkundige praktyk belyn met huidige ontwikkelinge en wetgewing, interne beheer en ouditering te gebruik;*
- *eties te kan optree en self-gemotiveerd en waarde-gedrewe te kan bly onder alle bedryfsomstandighede en in alle vorme van kommunikasie, skriftelik en mondelings, en om verantwoordbaarheid te kan demonstreer; en*
- *inligting vanuit sy/haar teoretiese kennis te kan selekteer en dit met praktiese toepassings te kan kombineer, en om die nodige aanbiedingsvaardighede en toepaslike tegnologieë volgens algemeen aanvaarde rekeningkundige praktyk (AARP) te kan gebruik, en dit aan leerders in sy/haar klaskamer te kan oordra.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ACCG211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Economic Management Sciences for Education: Financial Literacy in the Senior phase

Titel: Ekonomiese en Bestuurswetenskappe vir Onderwys: Finansiële Geletterdheid in die Seniorfase

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

- knowledge and informed understanding of
  - savings; budgets, income and expenses; and accounting concepts;
  - the key terms, concepts, established principles and theories with reference to the accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a sole trader; effects of cash transactions on the accounting equation; General Ledger and trial balance;

- ability to select, plan, implement and manage information about the Cash Receipts Journal and Cash Payment Journals of a sole trader; posting to the General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Debtors Allowance Journal, Creditors Journal and Creditors Allowance Journal; posting to the Debtors Ledger and Creditors Ledger.

- basic research skills such as gathering and verifying information from various accounting sources;
- the ability to communicate accounting information coherently and reliably, verbally or in writing, via different technologies and media;
- the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete accounting assignments; and
- monitor their own learning progress, implement relevant learning strategies to combine theoretical knowledge into practical application and be able to represent Accounting to the learners in their classrooms.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Kennis en grondige begrip aangaande*
  - *besparingsmaatreëls; begrotings; inkomste en uitgawes; en rekeningkundige begrippe;*
  - *die sleutelbegrippe, konsepte, gevestigde beginsels en teorieë met verwysing na die rekeningkundige siklus; brondokumente; Kontant Ontvangste-joernaal en Kontant Betalingsjoernaal van 'n alleen-eienaar; effekte van kontanttransaksies op die rekeningkundige vergelyking, Algemene Grootboek en Proefbalans; en*
  - *die vermoë om inligting aangaande die Kontant Ontvangste-joernaal en Kontant Betalingsjoernaal van 'n alleen-eienaar te kan selekteer, beplan, implementeer en bestuur; oorplasing na die Algemene Grootboek; voorbereiding van 'n Proefbalans; aantekening van transaksies in die Debiteurejoernaal, Debiteure Toelae-joernaal, Krediteurejoernaal en Krediteure- toelae-joernaal; oorplasing na die Debiteure grootboek en Krediteuregrootboek.*
- *basiese navorsingsvaardighede, soos die insameling en verifiëring van inligting vanuit verskeie rekeningkundige bronne;*
- *die vermoë om rekeningkundige inligting samehangend en betroubaar, mondelings en skriftelik, via verskeie tegnologieë en media te kan kommunikeer;*
- *die vermoë om individueel of as deel van 'n groep te kan funksioneer in sy/haar sosiale omgewing, en om toepaslike bydraes te kan lewer, ten einde rekeningkundige take suksesvol te kan voltooi; en*
- *die vermoë om sy/haar eie vordering van leer te kan monitor en relevante leerstrategieë te kan implementeer, ten einde teoretiese kennis en praktiese toepassing te kan kombineer en om Rekeningkunde aan leerders in sy/haar klaskamer te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Afrikaans First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to AAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of AAL learners L1 and language varieties and build on these skills as a foundation for learning Afrikaans;
- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Afrikaans;
- apply their knowledge of the role of individual learner variables in the process of learning Afrikaans; and
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op AAT-leerders op 'n akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-ontwikkeling verskil van T2-ontwikkeling;*
- *die belangrikheid van AAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik om die T2 te bou;*
- *in 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van AAT beïnvloed;*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van AAT; en*
- *beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFAF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*

- *Leesvloeiendheid,*
- *Leesbegrip,*
- *Geskrewe uitdrukking;*

- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer;*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding to enhance communication between home and school in order to facilitate AAL teaching and build an ethically responsible understanding, as well as an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate AAL teaching and build ethically responsible partnerships with AAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer;*
- *ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om AAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer;*
- *die vermoë om kommunikasie tussen huis en skool te bevorder om AAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die AAT-gesinne;*
- *'n ingeligte begrip van en aanwending van konsepte oor die interverhouding tussen taal en kultuur;*
- *die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende kulture oor die wêreld en spesifieke kultuur van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes;*
- *die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders;*
- *die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur; en*
- *'n goeie begrip van die verskillende tipes kinderliteratuur, met die fokus op prenteboeke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help AAL learners develop oral, reading and writing skills in English;
- detailed knowledge of rhetorical and discourse structures so as to apply it to AAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om AAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in Afrikaans;*
- *diepgaande kennis van retoriese en diskoersstrukture om in AAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse AAL learners;

- an understanding of a range of methods, activities and tasks and an assessment of their suitability for AAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials (related to listening, speaking, reading and writing skills) according to the appropriate age groups;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance AAL teaching and learning; and
- integrated knowledge and understanding of children's literature in the genres fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse AAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir AAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal (wat verband hou met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe;*
- *die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van AAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer;*
- *integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature

Titel: Afrikaans Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of AAL assessment;
- an ability to integrate multiple sources of knowledge related to AAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate assessment data in order to inform the teaching decision-making process in an ethically responsible manner;
- an ability to present and communicate AAL assessment results ethically and in an academic manner to a range of audiences offering creative insights and interpretations of the language components;
- the ability to theoretically and critically engage with children's literature through linking the various types of children's literature to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van AAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende AAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*
- *die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om AAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering;*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFCL121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Language of Conversational Competence: Afrikaans

Titel: Afrikaans: Basiese Gesprekskommunikasie

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

- functional employment knowledge of the grammatical structures of Afrikaans;
- a functional vocabulary for basic inter-personal communication;
- elementary individual listening and writing skills in Afrikaans.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *funksionele gebruikskennis van grammatikale strukture van Afrikaans;*
- *'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;*
- *elementêre individuele luister- en skryfvaardighede in Afrikaans.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase

Titel: Afrikaans Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase

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

- convey thorough knowledge of L1 and L2 acquisition through current and historical theory and research in language acquisition;
- provide a research-based explanation of how L1 development differs from L2 and what role L1 plays in teaching L2;
- illustrate the developmental stages of Grades 4 to 6 learners and explain individual learner needs; and
- apply principles for the selection and evaluation of appropriate multicultural children's and youth literature for children.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige vakkennis ten opsigte van T1 en T2 verwerwing deur middel van huidige en historiese teorie en navorsing in taalverwerwing te kan oordra;*
- *'n navorsingsgerigte verduideliking te kan gee oor hoe T1 ontwikkeling van T2 verskil en watter rol T1 speel in die onderrig van T2;*
- *kennis oor die ontwikkelingsfases van Graad 4 tot 6 leerders te kan illustreer en individuele leerderbehoeftes te kan verduidelik; en*
- *beginsels vir die seleksie en evaluasie van toepaslike multikulturele kinder – en jeugliteratuur vir kinders te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **AFIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Additional Language: Focus on Oral Language Development and Language Proficiency Processes in the Intermediate Phase

Titel: Afrikaans Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse in die Intermediêrefase

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

- knowledge of learners in terms of linguistic diversity as well as pronunciation differences between languages;
- ability to gather information based on the development of oral language and to compare it with:
  - word recognition,
  - spelling,
  - written expression;
- thorough knowledge that focuses on listening skills;
- thorough knowledge that focuses on speaking skills;
- ability to compile activities to promote listening and speaking skills; and
- thorough knowledge and understanding of vocabulary education.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van leerders in terme van linguistiese diversiteit asook uitspraakverskille tussen tale;*
- *vermoë om inligting gegrond op die ontwikkeling van mondelingetaal te versamel en vergelyk met:*
  - *woordherkenning,*
  - *spelling,*
  - *geskreweuitdrukking;*
- *grondige vakkennis wat fokus op luistervaardighede;*
- *grondige vakkennis wat fokus op praatvaardighede;*
- *vermoë om aktiwiteite saam te stel om luister en praatvaardighede te bevorder; en*
- *grondige kennis en begrip rakende woordeskatonderrig.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **AFIP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase

Titel: Afrikaans Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase

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

- ability to identify and explain individual problems that arise during discussions of illustrations in books with regard to cultural identity;
- knowledge of the theoretical basis for the choice of different types of traditional stories and poems and the ability to select, evaluate and implement them in teaching activities;
- demonstrate ability to use a wide variety of sources, including the Internet, to learn about different cultures around the world and specific cultures of the diverse learners in South Africa; and
- integrated knowledge of the reading process and reading comprehension

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om individuele probleme wat kan ontstaan gedurende besprekings van illustrasies in boeke ten opsigte van kultuur identiteit te identifiseer en verduidelik;*
- *kennis oor die teoretiese begronding vir die keuse van verskillende tipes tradisionele verhale en gedigte en die vermoë om dit te selekteer, evalueer en te implementeer in onderrigaktiwiteite;*
- *vermoë illustreer om ŉ wye verskeidenheid bronne, insluitend die internet, te gebruik om te leer oor verkillende kulture oor die wêreld en spesifieke kulture van die diverse leerders in Suid-Afrika; en*
- *geïntegreerde kennis van die leesproses en leesbegrip.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **AFIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Additional Language: Language Structures and -Education in the Intermediate Phase

Titel: Afrikaans Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase

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

- ability to understand and explain language as an integrated system;
- knowledge and understanding of the theoretical framework: part-to-whole and whole-to-parts;
- theoretical background to promote learners' writing skills;
- thorough knowledge of the developmental history of the Afrikaans vocabulary;
- knowledge of the basics of the Afrikaans spelling rules and the ability to use the Afrikaans Glossary and spelling rules in the classroom; and
- In-depth knowledge of the domains of language:
  - Semantics,
  - Syntax.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om taal as `n geïntegreerde sisteem te begryp en verduidelik;*
- *kennis en begrip van die teoretiese raamwerk: deel-na-geheel en geheel-na-dele;*
- *teoretiese agtergrond om leerders se skryfvaardighede te bevorder;*
- *grondige kennis van die ontwikkelingsgeskiedenis van die Afrikaanse woordeskat;*
- *kennis oor die grondbeginsels van die Afrikaanse spelreëls en die vermoë om die Afrikaanse Woordelys en spelreëls in die klaskamer te gebruik; en*
- *diepgaande kennis van die domeine van taal:*
  - *Semantiek,*
  - *Sintaksis.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode* **AFIP412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Additional Language: Assessment in the Intermediate Phase

Titel: Afrikaans Addisionele Taal: Assessering in die Intermediêrefase

After completion of this module the student will demonstrate:

- in depth knowledge of the difference between Home Language and First Additional Language assessment;
- ability to develop appropriate assessments that can be used to measure whether learners have mastered the following skills:
  - listening and talking,
  - reading and looking,
  - writing and presenting,
  - language structures and conventions;
- ability to interpret and apply the assessment program according to the NCAPS in the Afrikaans additional language class; and
- ability to calculate marks correctly and to report in the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *in diepte kennis oor die verskil tussen Huistaal en Eerste Addisionele Taal assessering;*
- *vermoë om toepaslike assesserings te ontwikkel waaraan gemeet kan word of leerders die volgende vaardighede bemeester het:*
  - *luister en praat,*
  - *lees en kyk,*
  - *skryf en aanbied,*
  - *taalstrukture en konvensies;*
- vermoë om die assesseringsprogram volgens die KABV te interpreteer en aan te wend in die Afrikaans addisionele taal klas; en
- vermoë om punte korrek te bereken en te rapporteer in die Intermediêre fase.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **AFIP422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Additional Language: Lesson Planning and Cycle Compositions

Titel: Afrikaans Addisionele Taal: Lesbeplanning en Siklussamestellings

After completion of this module the student will demonstrate:

- the ability to demonstrate certain roles of the teacher regarding the teaching of Afrikaans as an additional language in a multicultural education context;
- taking into account critical issues (as in AFIP311) during the selection of themes for the cycle composition;
- the ability to theoretically and critically deal with approaches to text selection for the cycle composition; and
- critical understanding of the process-approach during the teaching of an additional language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van Afrikaans as addisionele taal in 'n multikulturele onderwyskonteks te demonstreer;*
- *inagneming van kritiese kwessies (soos in AFIP311) tydens die seleksie van temas vir die siklussamestelling;*
- *vermoë om op teoretiese en kritiese wyse met benaderings ten opsigte van teks seleksie vir die siklussamestelling om te gaan; en*
- *kritiese begrip ten opsigte van die prosesbenadering tydens die onderrig van 'n addisionele taal.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **AFRE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Afrikaans Home Language: Text and Curriculum in the Senior and FET-Phase

Titel: Afrikaans Huistaal: Teks en Kurrikulum in die Senior en VOO-Fase

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

- profound and systematic subject knowledge with regard to the implementation and integration of the national school curriculum and relevant language teaching theories during the compilation and evaluation of educational learning material;
- profound and detailed knowledge and analysing skills of the own nature of various (especially literary) text types;
- the proficiency to, with observance to the relevant literary and teaching theories, select appropriate literary texts for particular home language and additional language learners and to motivate their selection meticulously;
- applicable teaching skills with regard to the composition, critical evaluation and use of thematic orientated lessons for the integrated development of various language skills of learners in the Senior and FET-phase (home language and additional language);
- the proficiency to read self-regulated and focussed in order to broaden his/her literary scope of reference.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n grondige en sistematiese vakkennis ten opsigte van die implementering en integrering van die nasionale skoolkurrikulum en relevante taalonderrigteorieë by die saamstel en beoordeling van onderrigleermateriaal;*
- *'n grondige en gedetailleerde kennis en analiseringsvaardighede van die eie aard van verskillende (veral literêre) tekssoorte;*
- *die vaardigheid om, met inagneming van relevante literêre en onderrigteorieë, gepaste literêre tekste vir bepaalde huistaal- en addisioneletaal-leerders te kan kies en hul keuse indringend kan motiveer;*
- *toepaslike onderrigvaardighede ten opsigte van die saamstel, kritiese beoordeling en gebruik van tematiesgerigte lesse vir die geïntegreerde ontwikkeling van verskillende taalvaardighede by leerders in die Senior en VOO-fase (huistaal en addisionele taal); en*
- *die vaardigheid om selfregulerend en gefokus te lees om sy/haar literêre verwysingsraamwerk te verbreed.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Spelling, Semantics, and Dictionary Use for Education

Titel: Afrikaans Huistaal: Spelling, Semantiek en Woordeboekgebruik vir Onderwys

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

- profound, comprehensive and specialised knowledge and understanding with respect to the development of the Afrikaans spelling system, normative, semantic and pragmatic aspects of language usage and style within diverse contexts of the school and social environment;
- practical application skills of this knowledge within the guidelines of the national school curriculum for Afrikaans as home language and as additional language within the Senior and FET-phase; and
- profound knowledge and evaluation skills with regard to the ethical and professional implications of correct spelling and particular semantic and pragmatic aspects of Afrikaans in (especially) the school environment.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige, omvattende en gespesialiseerde kennis en begrip ten opsigte van die ontwikkeling van die Afrikaanse spellingsisteem, normatiewe, semantiese en pragmatiese aspekte van taalgebruik en styl binne die diverse kontekste van die skool en sosiale omgewing;*
- *praktiese toepassingsvaardighede van hierdie kennis binne die riglyne van die nasionale skoolkurrikulum vir Afrikaans as huistaal en as addisionele taal binne die Senior en VOO-fase; en*
- *grondige kennis en beoordelings-vaardigheid ten opsigte van die etiese en professionele implikasies van korrekte spelling en bepaalde semantiese en pragmatiese aspekte van Afrikaans in (veral) die skoolomgewing.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Linguistics for Education

Titel: Afrikaans Huistaal: Linguistiek vir Onderwys

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

- comprehensive and focused subject knowledge and knowledge of subject terminology with reference to the particular linguistic discipline;
- the ability to select appropriate methods, techniques and procedures and use structured facilitation and assessment of learning in certain school phases – in accordance with relevant national education policy documents and taking into account diverse learner needs – to create a learning-promoting environment;
- the ability to manage own learning and to act as a professional leader with regards to dealing with language in a responsible manner;
- the ability to access a variety of sources to obtain specific information, evaluate it and use it for a particular learning or teaching purpose;
- the capability of professional conduct within the value systems of the school and the education community;
- the ability to critically reflect about one's own knowledge and teaching skills;
- the proficiency to, in a scientific justifiable manner, conduct research on the validity of certain perspectives and expressions regarding language teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *omvattende en gefokusde vak- en vaktaalkennis ten opsigte van bepaalde die (Afrikaanse) taalkundedissipline;*
- *die vaardigheid om gepaste metodes, tegnieke en prosedures te selekteer en vir die gestruktureerde fasilitering en assessering van leer – ooreenkomstig relevante nasionale onderwysbeleidsdokumente en met inagneming van diverse leerderbehoeftes – in bepaalde skoolfases gebruik om 'n leerbevorderende omgewing te skep;*
- *die vermoë om eie leer te bestuur en as professionele leier op verantwoordelike wyse met taal om te gaan;*
- *die vaardigheid om 'n verskeidenheid bronne te kan ontsluit om spesifieke informasie te verkry, dit te evalueer en vir 'n bepaalde leer- of onderrigdoel te gebruik;*
- *die vermoë tot professionele gedrag binne die waardesisteme van die skool en die onderwysgemeenskap;*
- *die vermoë tot kritiese denke oor eie kennis en onderrigvaardighede;*
- *die vaardigheid om op wetenskaplik verantwoordbare wyse ondersoek in te stel oor die geldigheid van bepaalde standpunte en uitlatings rakende taalonderrig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE223**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Drama and Film for Education

Titel: Afrikaans Huistaal: Drama en Film vir Onderwys

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

- a synoptic knowledge with regard to the origin and development of the Afrikaans drama and film;
- comprehensive and detailed knowledge of the own nature of the drama and film;
- the proficiency to unlock appropriate prescribed dramas and films for home language and additional language learners, to evaluate the appropriateness thereof within a particular school context and to facilitate learning thereof by making use of the relevant subject terminology and theories from the field of drama and film;
- appropriate teaching skills with regard to the compilation and use of various speech and listening activities for the effective teaching thereof to learners in the Senior and FET-phase (home language and additional language);
- the ability to read self-regulated in order to broaden his literary scope of reference on the subject of Afrikaans.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n oorsigkennis ten opsigte van die ontstaan en ontwikkeling van die Afrikaanse drama en film;*
- *'n omvattende en gedetailleerde kennis van die eie aard van die drama en film;*
- *die vaardigheid om gepaste voorgeskrewe drama en films vir huistaal- en addisioneletaal-leerders te kan ontsluit, die gepastheid daarvan binne 'n bepaalde skoolkonteks te beoordeel en leer daaromtrent te kan fasiliteer deur gebruikmaking van relevante vakterme en teorieë uit die veld van die drama en film;*
- *toepaslike onderrigvaardighede ten opsigte van die saamstel en gebruik van verskillende praat- en luisteraktiwiteite vir die effektiewe onderrig daarvan aan leerders in die Senior en VOO-fase (huistaal en addisionele taal);*
- *die vaardigheid om selfregulerend te lees om sy Afrikaanse literêre verwysingsraamwerk te verbreed.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Youth and Adult Poetry for Education

Titel: Afrikaans Huistaal: Jeug- en Volwassenepoësie vir Onderwys

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

- detailed knowledge of the core aspects with regard to the development of Afrikaans children-, youth- and adult poetry;
- comprehensive and detailed knowledge of the own nature of children-, youth- and adult poetry;
- the proficiency to unlock suitable prescribed children-, youth- and adult poetry for home language and additional language learners,
- and to facilitate learning thereabout by the use of relevant subject terminology and theories from the field of poetry;
- appropriate teaching skills and expertise with respect to the composition and use of various reading and visual activities for the effective education of learners in the Senior and FET-phase (home language and additional language); and
- the proficiency to read self-regulated and focussed in order to broaden his/her literary scope of reference.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n omvattende kennis van kernaspekte ten opsigte van die ontwikkeling van Afrikaanse kinder-, jeug- en volwassenepoësie;*
- *'n omvattende en gedetailleerde kennis van die eie aard van kinder-, jeug- en volwassenepoësie;*
- *die vaardigheid om gepaste voorgeskrewe kinder-, jeug- en volwassenepoësie vir huistaal- en addisionele taalleerders te kan ontsluit,*
- *en leer daaromtrent te kan fasiliteer deur gebruikmaking van relevante vakterme en teorieë uit die veld van die poësie;*
- *toepaslike onderrigvaardighede en kundigheid ten opsigte van die saamstel en gebruik van verskillende lees- en kykaktiwiteite vir die effektiewe onderrig van leerders in die Senior en VOO-fase (huistaal en addisionele taal); en*
- *die vaardigheid om selfregulerend te lees om sy literêre verwysingsraamwerk te verbreed.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language: The Development of Afrikaans and Contemporary Language Politics

Titel: Afrikaans Huistaal: Die Ontwikkeling van Afrikaans en Hedendaagse Taalpolitiek

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

- provide proof of profound and comprehensive knowledge of the development history of Afrikaans;
- critically counterbalance the different theories on the origins of Afrikaans with each other;
- provide evidence of profound and detailed expertise on the genealogical and typological position of Afrikaans amongst the languages of the world;
- analyse, evaluate and compare with similar overseas language movements, the role that the various traditional and alternative language movements as well as the SA Academy for Arts and Science, have played in the progression of Afrikaans as spoken language to a culture language;
- analyse, describe in an evaluating manner, and compare with other languages in SA the current language-political position of Afrikaans (amongst others as a school medium);
- conduct research in a scientifically justifiable manner by means of a variety of sources on particular aspects of the history of Afrikaans and on the current language-political situation of Afrikaans and to provide feedback on the research in a suitable manner; and
- provide evidence of comprehensive knowledge of and the application skills with respect to the assessment and moderating system applicable to language teaching as currently in use in SA, as well as the phase-specific assessment and moderating programmes and processes in use within the Senior and FET-phase with regard to the teaching of Afrikaans as home and additional language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *bewys te kan lewer van diepgaande en omvattende kennis van die ontwikkelingsgeskiedenis van Afrikaans;*
- *uiteenlopende teorieë oor die ontstaan van Afrikaans krities teen mekaar te kan opweeg;*
- *bewys te kan lewer van diepgaande en gedetailleerde kundigheid oor die genealogiese en tipologiese plek van Afrikaans tussen die tale van die wêreld;*
- *die rol wat die verskillende tradisionele en alternatiewe taalbewegings, asook die SA Akademie vir Wetenskap en Kuns, in die vordering van Afrikaans van praattaal tot kultuurtaal gespeel het, te kan analiseer, evalueer en met soortgelyke oorsese taalbewegings te kan vergelyk;*
- *die huidige taalpolitiese posisie van Afrikaans (o.a. as skoolmedium) te kan analiseer, evaluerend te kan beskryf en met dié van ander tale in SA te kan vergelyk;*
- *op wetenskaplik verantwoordbare wyse in 'n verskeidenheid brontipes navorsing te kan doen oor bepaalde aspekte van die geskiedenis van Afrikaans en oor die huidige taalpolitieke situasie van Afrikaans navorsing te kan doen en op gepaste wyse terugvoer oor die navorsing kan gee; en*
- *bewys te kan lewer van omvattende kennis van en toepassingsvaardighede ten opsigte van die assessering- en modereringsisteem wat tans in SA ten opsigte van taalonderrig gebruik word, asook van die fasespesifieke assesserings- en modereringsprogramme en -prosesse wat binne die Senior en VOO-fase ten opsigte van die onderrig van Afrikaans as huis- en addisionele taal gebruik word.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language: Socio-Linguistics for Education

Titel: Afrikaans Huistaal: Sosiolinguistiek vir Onderwys

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

- provide evidence of full rounded and systematic knowledge of socially and geographically inspired variation within Afrikaans;
- use socio-linguistic concepts and subject terminology to analyse, to describe and to critically assess aspects of diverse social communication situations;
- critically evaluate the suitability of Standard Afrikaans and Non-standard Afrikaans register-specific forms of language within particular multi-cultural school situations with the assistance of concepts and theories from the field of the socio-linguistics;
- analyse research articles on facets of socio-linguistics and to, in various manners, report on particular socio-linguistic concepts, the information contained therein;
- have at their disposal well developed information unlocking skills and scientifically justifiable presentation skills with regard to school programme related aspects of socio-linguistics;
- identify and describe language diversity – in the form of sub-varieties of the three historical main varieties of Afrikaans - in literary texts and to determine the degree of effectiveness thereof; as well as to be able to facilitate learning in connection with the rich diversity of language forms within Afrikaans;
- provide evidence of his/her respect for all regional language varieties of Afrikaans as being the heart-languages of the speakers thereof, as well as his her expertise on the strong relationship between social- and language judgements; and
- have at their disposal detailed knowledge of school programme related aspects of text linguistics and to be able to utilise this knowledge for the facilitation of learning in the Senior and FET-phase with regard to the processional structuring and editing of various types of written texts.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *bewys te kan lewer van volronde en sistematiese kennis van sosiaal- en geografies geïnspireerde variasie binne Afrikaans;*
- *in staat te wees om sosiolinguistiese konsepte en vakterme te gebruik om aspekte van diverse sosiale kommunikasiesituasies te analiseer, te beskryf en krities te beoordeel;*
- *die gepastheid van Standaardafrikaanse en Niestandaardafrikaanse registerspesifieke taalvorme binne bepaalde multikulturele skoolsituasies met behulp van konsepte en teorieë uit die veld van die sosiolinguistiek krities te kan beoordeel;*
- *navorsingsartikels oor fasette van die sosiolinguistiek te kan analiseer en op verskillende maniere oor bepaalde sosiolinguistiese konsepte die inligting daarin te kan rapporteer;*
- *oor goed ontwikkelende inligtingsontsluitingsvaardighede en wetenskaplik verantwoorde aanbiedingsvaardighede ten opsigte van skoolprogramrelevante aspekte van die sosiolinguistiek te beskik;*

- *taalverskeidenheid – in die vorm van subvariëteite van die drie historiese hoofvariëteite van Afrikaans – in literêre tekste te kan identifiseer en beskryf en die mate van effektiwiteit daarvan te kan bepaal; asook in staat te wees om leer in verband met die ryke verskeidenheid van taalvorme binne Afrikaans te fasiliteer;*
- *bewys te kan lewer van sy/haar respek vir alle streekstaalvariëteite van Afrikaans as synde die hartstale van die sprekers daarvan, asook van sy/haar kundigheid oor die sterk verband tussen sosiale en taaloordele; en*
- *oor gedetailleerde kennis oor skoolprogramrelevante aspekte van tekslinguistiek te beskik en in staat te wees om hierdie kennis te gebruik vir die fasilitering van leer in die Senior en VOO-fase ten opsigte van die prosesmatige strukturering en redigering van verskillende soorte geskrewe tekste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRE423**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language: Prose for Education

Titel: Afrikaans Huistaal: Prosa vir Onderwys

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

- comprehensive synoptic knowledge with regard to important aspects as regards the origin and development of the Afrikaans youth- and adult prose and the proficiency to integrate this knowledge with the critical contemplations and evaluations of Afrikaans texts from various eras;
- profound, comprehensive theoretic knowledge of the nature of contemporary youth- and adult prose;
- text analytical skills to unlock and evaluate applicable Afrikaans short stories and novels as literary texts through the use of applicable literary theories and prose terminology;
- the proficiency to identify and compile suitable prose texts for application as learning material and to teach particular reading and visual skills at the hand of these texts in the Senior and FET-phase;
- profound knowledge of the relevant approaches towards literature teaching and of the proficiency to teach prose in this phase; and
- the proficiency to read self-regulated in order to broaden his/her literary frame of reference of youth- and adult prose as well as to critically reflect on texts that were read.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *omvattende oorsigkennis ten opsigte van belangrike aspekte in die ontstaan en ontwikkeling van die Afrikaanse jeug- en volwasseneprosa en die vaardigheid om hierdie kennis te integreer met die kritiese beskouings en evaluasies van Afrikaanse tekste uit verskillende eras;*
- *diepgaande, omvattende teoretiese kennis van die aard van eietydse jeug- en volwasseneprosa;*
- *teksanalitiese vaardighede om relevante Afrikaanse kortverhale en romans as literêre teksten te kan ontsluit en evalueer deur die gebruik van relevante literêre teorieë en prosaterminologie.*
- *vaardigheid om geskikte prosatekste te kan identifiseer en saam te stel vir aanwending as leermateriaal en om bepaalde lees- en kykvaardighede aan die hand van hierdie tekste te onderrig in die Senior en VOO-fase;*
- *grondige kennis van relevante literatuuronderrigbenaderings en van die vaardigheid om prosa vir hierdie fase te onderrig;*
- *die vaardigheid om selfregulerend te lees ten einde sy/haar literêre verwysingsraamwerk van jeug- en volwasseneprosa te verbreed en ook om krities te reflekteer oor gelese tekste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Afrikaans Home Language FP: Foundational Knowledge and Multicultural Children's Literature

Titel: Afrikaans Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*
  - *Leesvlotheid,*
  - *Leesbegrip,*

- *Geskrewe uitdrukking;*
- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*
  - *Diskoers (aaneengeskakelde teksvlak) prosessering;*
- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *kennis en begrip van relevante teorieë en empiriese navorsing wat leerders se reaksie op kinderliteratuur en die waarde van multikulturele kinderliteratuur onderlê.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: Afrikaans Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner; and
- the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van 'n taal) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van 'n taal) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.); en Klankbewustheid;*
- *die vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *die vermoë om 'n oorsig van die geskiedenis van kinderliteratuur te gee en ook te onderskei tussen verskillende tipes kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer; en*
- *die vermoë om koöperatief saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: Afrikaans Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Afrikaans spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Afrikaans spelling system;
- the ability to use the organising principles of the Afrikaans spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- the ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- the ability to work together in a community co-operatively and systematically to identify authentic communication needs; and
- the ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis en begrip van morfologie (die woorde van taal) wat verband hou met die onderrig van klankleer en spelling; van die verskillende taalstrukture wat die Afrikaanse spellingsisteem onderlê (bv. foneem-grafeem, lettergreeppatrone, ortografiese (gedrukte) morfeem-eenhede en etimologie, woordoorsprong) en van algemene trekke van die historiese invloede op die Afrikaanse spellingsisteem;*
- *die vermoë om die organiserende beginsels van die Afrikaanse spellingsisteem in terme van klank-, lettergreep- en morfeemvlakke te gebruik ten einde leerdervordering of -probleme op hierdie vlakke te identifiseer;*
- *die vermoë om eksplisiete vs. non-eksplisiete, sistematiese vs. non-sistematiese en sekwensiële vs. non-sekwensiële klankleeronderrig te selekteer, te onderskei, te evalueer en toe te pas deur gepaste ontwikkelingsbronne te gebruik in 'n klas met diverse leerders;*
- *die vermoë om beginsels toe te pas vir die seleksie en evaluering van gepaste literatuur vir kinders in 'n multikulturele samelewing;*
- *die vermoë om koöperatief en sistematies saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer; en*
- *die vermoë om outentieke gemeenskapsbehoeftes aan te spreek en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language FP: Semantics, Vocabulary and Picture Books

Titel: Afrikaans Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- an ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (linguistiese betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woordbetekenis, asook van frase- en sinsbetekenis wat betrekking het tot woordeskatonderrig en -leer;*
- *die vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op oordeelkundige wyse te selekteer, te evalueer en toe te pas op die analises van leerderbehoeftes;*
- *die analise, seleksie en toepassing van verskillende tegnieke vir woordeskatonderrig voor, gedurende en ná lees wat gebaseer is op 'n analise en evaluasie van bewysgegronde oefeninge wat verband hou met woordeskatonderrig en -leer;*
- *die rol van woordeskatontwikkeling en -kennis in terme van begrip te analiseer en te reflekteer daarop deur die inligting op duidelike wyse te kommunikeer deur middel van toepaslike akademiese konvensies;*
- *die inwinning, evaluering en kommunikering van inligting in groepsverband oor kunstenaars en hul illustrering van kinderliteratuur op akkurate, duidelike en eties verantwoordelike wyse; en*
- *begrip van die verskillende tipes kinderliteratuur, met spesifieke fokus op prenteboeke en die vermoë om prenteboeke vir onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: Afrikaans Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on Afrikaans syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- the ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies; and
- engagement in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor Afrikaanse sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poëtiese, historiese fiksie en biografieë; en*
- *betrokkenheid in sistemiese refleksie tydens diensleer ter bereiking van akademiese uitkomste, persoonlike, professionele groei en ontwikkeling van sosiale verantwoordelikheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: Afrikaans Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- the ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- the ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- an understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- the ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- the ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and
- the ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatiek soos dit betrekking het op die onderrig- en leerbegrip;*
- *die vermoë om die kennis van teks, leser, taak, en konteksveranderlikes wat 'n impak op begripuitkomste het, te evalueer;*
- *die vermoë om eties verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na die lees en wat reflektiewe lees deur al die leerders bevorder;*
- *'n begrip van die konseptuele modelle wat verband hou met die sielkunde van lees;*
- *geïntegreerde kennis van die grootste teks genres ten einde verantwoordelike onderrig te verseker;*
- *die vermoë om op eties verantwoordelike wyse assesseringstrategieë wat aan leerders die geleentheid bied om begrip te demonstreer, te kies en te administreer;*
- *die vermoë om tradisionele letterkunde en informatiewe tekste te vergelyk en te onderskei, ten einde goed gevormde argumente te kommunikeer; en*
- *die vermoë om tradisionele letterkunde asook informatiewe tekste in hul onderrig te integreer en toe te pas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Afrikaans Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- the ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing,
  - Composition,
  - Revision,
  - Editing processes;
- the ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- the ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participation in positive social change through the process of a service learning project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die belangrikste komponente en prosesse van geskrewe verwoording en hoe dit met mekaar in wisselwerking tree (bv. basiese skryf- en transkripsievaardighede versus teksgenerering);*
- *die vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur middel van bewysgegronde praktyk:*
  - *Meganiese werking en konvensies van skryfwerk,*
  - *Setwerk,*
  - *Hersiening,*
  - *Redigeringsprosesse;*
- *die vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van letterbenoeming en -vorming vir beide hand- en kursiewe skrif, ten einde onderrig aan te pas by leerderbehoeftes;*
- *die vermoë om tegnieke vir onderrig in handskrifvaardigheid te selekteer en toe te pas;*
- *geïntegreerde kennis en begrip van kinderliteratuur, met spesifieke verwysing na fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur middel van die diensleerprojek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Afrikaans Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature

Titel: Afrikaans Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- the ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verwant is aan die fundamentele aspekte van taalassessering;*
- *'n vermoë om veelvoudige kennisbronne, wat verband hou met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke, te raadpleeg;*
- *die vermoë om assesseringsdata in te samel en taalassesseringsinligting te sintetiseer en evalueer ten einde op etiese en verantwoordelike wyse 'n ingeligte onderrigbesluitnemingsproses te verseker;*
- *'n vermoë om assesseringsresultate op etiese en akademies korrekte wyse aan te bied en te kommunikeer wat kreatiewe insigte en nougesette interpretasies van die taalkomponent wat assesseer word, bied aan 'n wye spektrum van gehore;*
- *die vermoë om op teoretiese wyse betrokke te raak by kinderliteratuur deur die verskillende tipes met 'n kritiese benadering te koppel; en*
- *die vermoë om op etiese wyse te reflekteer op kontroversiële kwessies in kinderliteratuur en hoe om hierdie kwessies te hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Afrikaans Home Language: Text and Curriculum in the Intermediate Phase

Titel: Afrikaans Huistaal: Teks en Kurrikulum in die Intermediêrefase

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

- profound and comprehensive subject knowledge on the own nature of various text types and structures (literary and non-literary) for the facilitation of learning in the Intermediate phase;
- general application skills and knowledge with regard to the facilitation of learning in language class rooms, in accordance with the national school curriculum within the Intermediate phase;
- judicious identification of appropriate texts which appeal to diverse learners, in integrated learning experiences that promote academic literacy and social responsibility;
- expertise with regard to the communicative process (verbal, non-verbal and written communication), which may contribute to the student's professional competencies; and
- the proficiency to read self-regulated in order to broaden his/her Afrikaans literary scope of reference.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige en omvattende vakkennis oor die eie-aard van verskillende tekssoorte en -strukture (literêr en nieliterêr) vir die fasilitering van leer binne die Intermediêrefase;*
- *algemene toepassingsvaardighede en kennis ten opsigte van die fasilitering van leer in taalklaskamers volgens die nasionale skoolkurrikulum binne die Intermediêrefase;*
- *oordeelkundige identifikasie van gepaste tekste wat tot diverse leerders spreek in geïntegreerde leerervarings wat akademiese geletterdheid en sosiale verantwoordelikheid bevorder;*
- *kundigheid aangaande die kommunikatiewe proses (verbale, nieverbale en skriftelike kommunikasie) wat tot die student se professionele bevoegdheid kan bydra; en*
- *die vaardigheid om selfregulerend te lees om sy/haar Afrikaanse literêre verwysingsraamwerk te verbreed.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Phonetics and Phonology for Education

Titel: Afrikaans Huistaal: Fonetiek en Fonologie vir Onderwys

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

- demonstrate evidence of his/her profound knowledge of the speaking apparatus of mankind, of the ways of articulation of Afrikaans vocals and consonants, and of typical Afrikaans pronunciation phenomena;
- describe a few important differences between the pronunciation systems of Afrikaans, English and Tswana and to utilise his/her knowledge thereof to guide mother tongue and non-mother tongue speakers of Afrikaans with regard to high frequency pronunciation phenomena in Afrikaans;
- clearly distinguish between tones and letters and to provide evidence of insight into the difficulties which inadequate distinguishing capabilities cause to learners and teachers, as well as to make basic phonetic transcriptions of short texts;
- demonstrate evidence of profound knowledge with regard to the phonological system of Afrikaans and to explain important differences between the phonological systems of Afrikaans and English (and Tswana); and
- identify (or be able to create), suitable language games (and other learner activities), for the development of the knowledge of learners in the Intermediate phase of Afrikaans tones and letters and their respective roles in Afrikaans words and to use this in support of learning with regard to the Afrikaans tone- and word construction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *bewys te kan lewer van sy/haar grondige kennis van die spraakapparatuur van die mens, van die artikulasiewyses van Afrikaanse vokale en konsonante, en van tipies Afrikaanse uitspraakverskynsels;*
- *enkele belangrike verskille tussen die uitspraaksisteme van Afrikaans, Engels en Tswana te kan omskryf en sy/haar kennis daaromtrent te kan gebruik om aan moeder- en nie-moedertaalsprekers van Afrikaans leiding te kan gee ten opsigte van hoëfrekwensie-uitspraakverskynsels in Afrikaans;*
- *duidelik tussen klanke en letters te onderskei en bewys te lewer van insig in die problematiek wat gebrekkige onderskeidingsvermoë vir leerders en onderwysers meebring, asook basiese fonetiese transkripsies van kort tekste te kan maak;*
- *bewys te lewer van grondige kennis ten opsigte van die fonologiese sisteem van Afrikaans en belangrike verskille tussen die fonologiese sisteem van Afrikaans en Engels (en Tswana) te kan verduidelik; en*
- *gepaste taalspeletjies (en ander leerderaktiwiteite) te kan identifiseer (of te kan skep) vir die ontwikkeling van leerders in die Intermediêrefase se kennis van Afrikaanse klanke en letters en hulle onderskeie rolle in Afrikaanse woorde en ter ondersteuning van leer ten opsigte van die Afrikaanse klank- en woordbousisteem te kan gebruik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Language and Spelling Norms for Education

Titel: Afrikaans Huistaal: Taal- en Spelnorme vir Onderwys

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

- comprehensive and detailed subject knowledge and comprehension of the development of the spelling system and the nature of the Afrikaans spelling and inter-puncture system so that school programme related difficulties in respect thereof may be identified and solved;
- comprehensive and detailed knowledge of Afrikaans language norms and to explain the necessity thereof with regard to Standard Afrikaans and Non-standard varieties of Afrikaans;
- the proficiency to apply particular language norms within the context of the school and the school environment;
- specialised knowledge and comprehension with regard to the relation between the language usage function and suitable style and to be able to, within the school context, communicate stylistically-becoming, as well as to facilitate learning with regard to stylistic aspects of Afrikaans;
- detailed expertise with regard to the interpretation of the national school curriculum for Afrikaans Home Language and Afrikaans Additional Language with respect to the role which the normative and stylistic aspects of Afrikaans plays in the development of the curriculum components of Language in context and Writing and presentation;
- practical proficiency with regard to the facilitation of learning about normative and stylistic aspects of Afrikaans in the Intermediate phase; and
- the proficiency to integrate relevant theoretical points of reference regarding the teaching and learning of a language and academic language knowledge when learner activities are developed by making use of effective methods, techniques and procedures.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n omvattende en gedetailleerde vakkennis en begrip van die ontwikkeling van die Afrikaanse spellingsisteem en die aard van die Afrikaanse spel- en interpunksiesisteem sodat skoolprogramrelevante probleme in verband daarmee geïdentifiseer en opgelos kan word;*
- *omvattende en gedetailleerde kennis van Afrikaanse taalnorme en die noodsaaklikheid daarvan ten opsigte van Standaardafrikaans en die niestandaardvariëteite van Afrikaans kan verduidelik;*
- *die vaardighede om bepaalde taalnorme binne die konteks van die skool en die skoolgemeenskap te kan toepas;*
- *gespesialiseerde kennis en begrip ten opsigte van die verband tussen taalgebruiksfunksie en gepaste styl en in staat te wees om binne skoolverband stilisties-gepas te kommunikeer, sowel as om leer ten opsigte van stilistiese aspekte van Afrikaans te fasiliteer;*
- *gedetailleerde kundigheid ten opsigte van die interpretasie van die nasionale skoolkurrikulum vir Afrikaans Huistaal en Afrikaans Addisionele Taal met betrekking tot die rol wat die normatiewe en stilistiese aspekte van Afrikaans wat by die ontwikkeling van die kurrikulumkomponente Taal in konteks en Skryf en aanbied speel,*
- *praktiese vaardigheid ten opsigte van die fasilitering van leer oor normatiewe en stilistiese aspekte van Afrikaans in die Intermediêrefase; en*
- *die vaardigheid om relevante teoretiese uitgangspunte oor die onderrig en aanleer van 'n taal en akademiese taalkennis te integreer wanneer leerderaktiwiteite deur gebruikmaking van effektiewe metodes, tegnieke en prosedures ontwikkel word.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Afrikaans Home Language: Children and Youth Poetry for Education

Titel: Afrikaans Huistaal: Kinder- en Jeugpoësie vir Onderwys

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

- a synoptic knowledge on interesting tendencies within the Afrikaans poetry collection;
- profound and comprehensive knowledge of the own nature of children- and youth poetry, as well as the differences between children-, youth- and adult poetry;
- the proficiency to unlock appropriate prescribed children- and youth poems for home language and additional language learners by making use of the relevant subject terminology and theories from within the field of poetry;
- integrated and specialised subject knowledge and teaching skills with respect to the composition, critical evaluation and use of various learning and visual activities for the development of learners in the Intermediate phase's (home language and additional language) visual and reading skills; and
- the proficiency to read self-regulated in order to broaden his scope of reference with respect to Afrikaans poetry.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n oorsigtelike kennis van interessante tendense binne die Afrikaanse poësieskat;*
- *grondige en omvattende kennis van die eie aard van kinder- en jeugpoësie, asook van die verskille tussen kinder-, jeug- en volwassenepoësie;*
- *die vaardigheid om gepaste voorgeskrewe kinder- en jeuggedigte vir huistaal- en addisioneletaal-leerders te kan ontsluit deur gebruikmaking relevante vakterme en teorieë uit die veld van die poësie;*
- *geïntegreerde en gespesialiseerde vakkundigheid en onderrigvaardighede ten opsigte van die saamstel, kritiese beoordeling en gebruik van verskillende lees- en kykaktiwiteite vir die ontwikkeling van leerders in die Intermediêrefase (huistaal en addisionele taal) se kyk- en leesvaardighede; en*
- *die vaardigheid om selfregulerend te lees om sy verwysingsraamwerk ten opsigte van die Afrikaanse poësie te verbreed.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI312**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language: Drama and Film for Education

Titel: Afrikaans Huistaal: Drama en Film vir Onderwys

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

- a synoptic knowledge with regard to the origin and development of the (Afrikaans) drama and film;
- profound and comprehensive knowledge of the own nature of the drama and film genre and of the differences between children- youth- and adult dramas and films;
- the proficiency to unlock school programme related dramas and films with a critical approach by making use of relevant subject terminology and theories from the field of the drama and the film;
- appropriate teaching skills with respect to the compilation and implementation of the various (drama- or film orientated) speaking and listening activities for the effective development of the listening and speaking skills of learners in the Intermediate phase;
- profound and comprehensive knowledge with regard to the interpretation and analysing of visual texts, with consideration to the specific nature of the communication process;
- profound and comprehensive knowledge and critical evaluation abilities with respect to the role of a communicative approach in the teaching of speaking and listening skills for the efficient use of Afrikaans as communication medium in various social situations; and
- critical interpretation and specialised demonstrational skills with regard to relevant verbal and non-verbal speech and interpretational aspects for the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n oorsigkennis ten opsigte van die ontstaan en ontwikkeling van die (Afrikaanse) drama en film;*
- *diepgaande en omvattende kennis van die eie aard van die drama- en filmgenre en van die verskille tussen kinder-, jeug- en volwassenedramas en -films;*
- *die vaardigheid om skoolprogramrelevante dramas en films met 'n kritiese ingesteldheid te kan ontsluit, deur gebruikmaking van relevante vakterme en teorieë uit die veld van die drama en die film;*
- *toepaslike onderrigvaardighede ten opsigte van die saamstel en implementering van verskillende (drama- of filmgeoriënteerde) praat- en luisteraktiwiteite vir die effektiewe ontwikkeling van leerders in die Intermediêrefase se luister- en praatvaardighede;*
- *diepgaande en omvattende kennis ten opsigte van die interpretasie en analise van visuele tekste met inagneming van die spesifieke aard van die kommunikasieproses;*
- *diepgaande en omvattende kennis en kritiese beoordelingsvermoë ten opsigte van die rol van 'n kommunikatiewe benadering in die onderrig van praat- en luistervaardighede vir die doelmatige gebruik van Afrikaans as kommunikasiemedium in verskillende sosiale situasies; en*
- *kritiese interpretasie- en gespesialiseerde demonstrasievaardighede ten opsigte van relevante verbale en nieverbale spraak- en vertolkingsaspekte vir die Intermediêrefase.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language: Semantics for Education

Titel: Afrikaans Huistaal: Semantiek vir Onderwys

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

- profound, comprehensive and integrated knowledge and understanding of Afrikaans semantics and pragmatics, as well as of related, relevant key terms;
- application skills of this knowledge in the teaching of Afrikaans Home Language and Afrikaans Additional Language in the Intermediate phase;
- the ability to discuss and to critically evaluate the ethical implications of semantic and pragmatic aspects of Afrikaans in diverse environments, but especially in the school environment;
- the ability to select, critically evaluate and to apply relevant teaching and language learning theories, as well as to compare same with tendencies in the current teaching practice with regard to the teaching of Afrikaans Home Language and Afrikaans Additional Language in the Intermediate phase; and
- the proficiency to develop thematic-organised and integrated learner activities with regard to semantic and pragmatic aspects of the language, for use thereof in the teaching of Afrikaans Home Language and Afrikaans Additional Language in the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *diepgaande, omvattende en geïntegreerde kennis en begrip van die Afrikaanse semantiek en pragmatiek, asook van verbandhoudende relevante sleutelterme;*
- *toepassingsvaardigheid van hierdie kennis in die onderrig van Afrikaans Huistaal en Afrikaans Addisionele Taal in die Intermediêrefase;*
- *die vermoë om die etiese implikasies van semantiese en pragmatiese aspekte van Afrikaans in diverse omgewings, maar veral die skoolomgewing, te kan bespreek en krities te kan evalueer;*
- *die vermoë om relevante onderrig- en taalaanleerteorieë te selekteer, krities te evalueer en toe te pas, asook te vergelyk met tendense in die huidige onderwyspraktyk ten opsigte van die onderrig van Afrikaans Huistaal en Afrikaans Addisionele Taal in die Intermediêrefase; en*
- *die vaardigheid om tematies-georganiseerde en geïntegreerde leerderaktiwiteite met betrekking tot semantiese en pragmatiese aspekte van die taal te ontwikkel vir gebruik daarvan in die onderrig van Afrikaans Huistaal en Afrikaans Addisionele Taal in die Intermediêrefase.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Afrikaans Home Language: Syntax and Text Linguistics for Education

Titel: Afrikaans Huistaal: Sintaksis en Tekslinguistiek vir Onderwys

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

- explain core concepts within the Afrikaans syntax and to utilise same for the analysis of Afrikaans sentences;
- facilitate and assess learning within the Intermediate phase with regard to the components and the building of Afrikaans sentences;
- explain the relevant text linguistic concepts and to use same to analyse the structure of Afrikaans texts and to evaluate the functionality thereof;
- guide learners in the Intermediate phase to compile/create structured texts;
- design appropriate learner activities for the development of the writing skills of learners in the Intermediate phase, as well as to critically evaluate the educational learning material already in existence;
- assess the writing attempts of learners and to provide guidance with regard to the editing thereof; and

- identify the typical word order errors that learners of Afrikaans acquire, to explain the origin thereof and suitable educational learning material by means of which learning with regard to Afrikaans sentence composition may be facilitated.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kernbegrippe binne die Afrikaanse sintaksis te kan verduidelik en vir die ontleding van Afrikaanse sinne te kan gebruik;*
- *leer binne die Intermediêrefase ten opsigte van die onderdele en die bou van Afrikaanse sinne te kan fasiliteer en assesseer;*
- *relevante tekslinguistiese begrippe te kan verduidelik en te kan gebruik om die struktuur van Afrikaanse tekste te analiseer en die funksionaliteit daarvan te beoordeel;*
- *leerders in die Intermediêrefase te begelei om effektief gestruktureerde tekste te kan saamstel/skep;*
- *gepaste leerderaktiwiteite vir die ontwikkeling van leerders in die Intermediêrefase se skryfvaardighede te kan ontwerp, asook reeds saamgestelde onderrigleermateriaal krities te kan beoordeel;*
- *leerders se skryfpogings te kan assesseer en leiding ten opsigte van die redigering daarvan te kan gee; en*
- *tipiese woordordefoute wat aanleerders van Afrikaans begaan te kan identifiseer, die herkoms daarvan te kan verklaar en gepaste onderrigleermateriaal deur middel waarvan leer ten opsigte van Afrikaanse sinsamestelling gefasiliteer kan word.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **AFRI421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Afrikaans Home Language: Prose for Education

Titel: Afrikaans Huistaal: Prosa vir Onderwys

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

- profound, comprehensive theoretic knowledge of the own-nature of children-, youth and adult prose and the differences between them;
- text analytical skills to unlock and to critically evaluate relevant Afrikaans children-, youth- (and a small number of adult) stories through the use of prose theory and relevant terminology;
- the ability to integrate these unlocking skills with applicable teaching skills so that prose texts may be taught as literary texts within the Intermediate phase;
- the proficiency to identify and compile suitable texts to be applied as learning material in this phase;
- profound knowledge of the applicable approaches towards literature teaching and of the proficiency to apply the process approach towards reading (pre-reading, during reading and post-reading) in the teaching of reading;
- profound theoretic background knowledge of various aspects of reading skills as well as the proficiency to integrate this knowledge with subject didactic principles for the effective teaching of reading in the Intermediate phase and for the early identification of significant reading difficulties and the appropriate handling thereof.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *diepgaande, omvattende teoretiese kennis van die eie-aard van kinder-, jeug- en volwasseneprosa en die verskille daartussen;*
- *teksanalitiese vaardighede om relevante Afrikaanse kinder-, jeug- (en enkele volwassene) verhale deur die gebruik van prosateorie en relevante terminologie te kan ontsluit en krities te kan evalueer;*
- *die vermoë om hierdie ontsluitingsvaardighede met relevante onderrigvaardighede te integreer sodat prosatekste as literêre tekste binne die Intermediêrefase onderrig kan word;*
- *vaardigheid om geskikte tekste te identifiseer en saam te stel vir aanwending as leermateriaal in hierdie fase;*
- *grondige kennis van relevante literatuuronderrigbenaderings en van die vaardigheid om die prosesbenadering tot lees (pre-lees, tydens lees en post-lees) in die onderrig van lees te kan toepas;*
- *diepgaande teoretiese agtergrondkennis oor verskillende aspekte van leesvaardigheid asook die vaardigheid om hierdie kennis te integreer met vakdidaktiese beginsels vir die effektiewe onderrig van lees in die Intermediêrefase en vir die voortydige identifisering van opvallende leesprobleme en die gepaste hantering daarvan.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ALDE/A111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Introduction to Academic Literacy

Titel: Inleiding tot Akademiese Geletterdheid

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

- bridge the divide between secondary school and university education;
- access academic information effectively in order to understand academic texts;
- process academic information successfully; and
- produce academic information responsibly and appropriately.

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

- *die gaping tussen hoërskool en universiteit te oorbrug;*
- *op effektiewe wyse toegang tot akademiese inligting te verkry met die doel om akademiese tekste te verstaan;*
- *akademiese inligting suksesvol te prosesseer; en*
- *akademiese inligting gepas en verantwoordelik te produseer.*

Method of delivery: Contact, Distance (only ALDE111)

Metode van aflewering: Kontak, Afstand (slegs ALDE111)

Module code / *Modulekode*: **ALDE/A122**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Academic Literacy

Titel: Akademiese Geletterdheid

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

- successfully become part of the academic learning community and participate in this community;
- access information in a responsible and ethical way in order to write an academic text;
- process information strategically in order to write an academic text;
- produce an academic text;
- read at an acceptable speed and on an acceptable level of understanding; and
- demonstrate a fundamental level of computer and information literacy.

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

- *suksesvol in te skakel by die akademiese leeromgewing en daaraan deel te neem;*
- *op eties-verantwoordelike wyse te soek vir inligting wat nodig is vir die skryf van ʼn akademiese teks;*
- *inligting op ʼn strategiese manier te verwerk met die doel om ʼn akademiese teks te kan skryf;*

- *'n akademiese teks te produseer;*
- *teen 'n aanvaarbare spoed en begripsvlak te lees; en*
- *'n fundamentele vlak van rekenaar- en inligtingsgeletterdheid te demonstreer.*

Method of delivery: Contact, Distance (only ALDE122)

Metode van aflewering: Kontak, Afstand (slegs ALDE122)

Module code / *Modulekode*: **ARTE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Visual Arts: Introduction to Visual Arts for Teaching and Learning 1

Titel: Visuele Kunste: Inleiding tot Visuele Kunste vir Onderrig en Leer 1

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

- knowledge and informed understanding of the general development of pre-historic and ancient art until the Classical period;
- basic research skills, gathering information from various sources from selected methods, models and theories of analysis and interpretation of artworks enabling visual communication and reporting within a developing world-view, whilst applying basic research skills within an art historical and educational context;
- the ability to communicate ideas verbally and in writing via technologies and visual media; and
- the ability to plan and manage perceptual and drawing skills within the visual art domain effective functioning in groups making appropriate contributions to successfully complete projects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die algemene ontwikkeling van prehistoriese en antieke kuns tot en met die Klassieke periode;*
- *basiese navorsingsvaardighede, insameling van inligting uit verskeie bronne van geselekteerde metodes, modelle en teorieë van die analise en interpretasie van kunswerke wat visuele kommunikasie moontlik maak en verslagdoening binne 'n ontwikkelende wêreld, met toepassing van basiese navorsingsvaardighede binne 'n kunshistoriese en onderwyskonteks;*
- *die vermoë om idees mondelings en op skrif via tegnologieë en visuele media te kan kommunikeer; en*
- *die vermoë om perseptuele en sketsvaardighede binne die visuele kunsdomein doeltreffend te kan beplan en bestuur, met funksionering binne groepe wat bydraes kan lewer, ten einde projekte suksesvol te kan voltooi.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Visual Arts: Introduction to Visual Arts for Teaching and Learning 2

Titel: Visuele Kunste: Inleiding tot Visuele Kunste vir Onderrig en Leer 2

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

- sound knowledge of, and informed understanding of the development of the history of art from the Middle Ages until the Baroque;
- an ability to debate the relationship between the development of style-historic and contextual issues relevant to the visual arts during the Middle Ages, the Renaissance and the Baroque;
- an awareness of how knowledge or a knowledge system develops and evolves within the area of study (Middle-Ages to Baroque);
- an ability to evaluate, select and apply selected, appropriate, procedures, techniques or models of analysis to art works, and to apply apt didactical skills related to teaching and learning of visual arts;
- knowledge of and insight into appropriate research models with regards to the analysis of art works, and apply it in a practical manner within the context of education;
- effective functioning in groups;
- a knowledge of world-view-based foundations of the visual arts and its underlying philosophical foundations in order to arrive at critical and individual opinions; and
- an ability to understand the role of drawing techniques in the creation of an oil painting, and to demonstrate an ability to use oil and acrylic paint in a completed painting.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die ontwikkeling van kunsgeskiedenis vanaf die Middeleeue tot en met die Barok-tydperk;*
- *die vermoë om oor die verwantskap tussen die ontwikkeling van stylhistoriese en kontekstuele vraagstukke, soos van toepassing op visuele kunste tydens die Middeleeue, die Renaissance en die Barok-tydperk, te kan redeneer;*
- *'n bewustheid van hoe 'n kennissisteem binne die studieveld ontwikkel en ontstaan (Middeleeue tot Barok-tydperk),*
- *'n vermoë om geselekteerde en toepaslike prosedures, tegnieke of modelle van kunswerkanaliste te kan evalueer, selekteer en toepaslike didaktiese vaardighede verwant aan die onderrig en leer van visuele kunste te kan toepas;*
- *kennis aangaande en insig in toepaslike navorsingsmodelle rakende die analise van kunswerke en om dit prakties binne die onderwyskonteks te kan toepas;*
- *doeltreffende funksionering in groepe;*
- *kennis aangaande van wêreldbeskouings-gebaseerde grondbeginsels van die visuele kunste en die onderliggende filosofiese grondslae, ter bereiking van kritiese en individuele denke; en*
- *'n vermoë om die rol van sketstegnieke by die skep van 'n olieverfskildery te kan begryp en te kan demonstreer hoe om olie- en akrielverf in 'n voltooide skildery te kan gebruik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Visual Arts: From Rococo to Realism – Themes, Theories, Praxis and Related Issues

Titel: Visuele Kunste: Van Rococo tot Realisme – Temas, Teorieë, Praktyke en Verwante Vraagstukke

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

- sound, detailed knowledge of and insight into history, philosophy and theories of Rococo art until Realism, with reference to teaching and learning in the Senior and FET phase;
- Sound knowledge of how the areas of specialisation relates to other fields, disciplines, practices and other cultural groups and Art-historic periods;
- the ability to apply his/her knowledge to analyse, interpret and expose the world-views of selected artworks from Rococo until Realism;
- an ability to function effectively in groups as well as individually;
- an understanding of different forms of knowledge, schools of thought and forms of explanation and analysis within the visual arts, and within an understanding of the learners, and the diversity in the South African context;
- critical reflective skills, with reference to related themes and to teaching and learning in the Senior and FET phase; and
- sound and skilled use of drawing techniques, oil and acrylic painting skills as well as water colour painting and drawing skills and crafts.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande en insig in die geskiedenis, filosofie en teorieë van Rococo-kuns tot en met Realisme, met verwysing na onderrig en leer in die Senior en VOO-fases;*
- *grondige kennis aangaande die verband tussen die spesialisvelde, ander velde, dissiplines, praktyke, kulturele groepe en kunshistoriese tydperke;*
- *die vermoë om sy/haar kennis te kan toepas, ten einde die wêreldbeskouinge van geselekteerde kunswerke van Rococo tot Realisme, te kan analiseer en te interpreteer;*

- *die vermoë om in sowel groepe as individueel doeltreffend te kan funksioneer;*
- *begrip aangaande verskillende kennisvorme, denkskole, verklarings en analises binne die visuele kunste, asook binne die begrip van die leerders en die diversiteit van die Suid-Afrikaanse konteks;*
- *kritiese, reflekterende vaardighede met verwysing na verwante temas en onderrig en leer in die Senior en VOO-fases; en*
- *grondige en vaardige gebruik van sketstegnieke, olie- en akriel verftegnieke, sowel as waterverf-, skets-en handwerkvaardighede.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Visual Arts: 19th Century Art up to the Early 20th Century

Titel: Visuele Kunste: 19de-Eeuse Kuns tot die Vroeë 20ste Eeu

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

- a sound and detailed knowledge of and insight into history, philosophy and theories of 19th and early 20th century art and design, with reference to teaching and learning in the FET phase;
- ability to apply his/her knowledge to analyse, interpret and expose the world-views of selected artworks from these periods;
- present a broad, comparative overview and interpretation of technical, stylistic and content-related developments within the art and design of the 19th and early 20th centuries;
- effective functioning in groups as well as individually;
- critical reflective skills, with reference to related themes and to teaching and learning in the FET phase;
- an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information, within the context of the module content; and
- skilled use of the principles and elements of art in design processes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande en insig in die geskiedenis, filosofie en teorieë van 19de-eeuse en vroeë 20ste-eeuse kuns en ontwerp, met verwysing na onderrig en leer in die VOO-fase;*
- *die vermoë om sy/haar kennis te kan analiseer, interpreteer en die wêreldbeskouings van geselekteerde kunswerke van hierdie tydperke te kan toepas;*
- *die aanbieding van 'n breë, vergelykende oorsig en interpretasie van tegniese, stilistiese en inhoudsverwante ontwikkelinge en ontwerp binne die 19de en vroeë 20ste eeue;*
- *doeltreffende funksionering binne 'n groep, sowel as individueel;*
- *kritiese, reflekterende vaardighede, met verwysing na verwante temas en onderrig en leer in die VOO-fase;*
- *die vermoë om verskeie inligtingsbronne en toepaslike inligting vir die taak te kan selekteer, asook om goedontwikkelde prosesse van analise, sintese en assessering van sodanige inligting binne die konteks van die module-inhoud te kan evalueer; en*
- *vaardige gebruik van die beginsels en elemente van kuns in ontwerpprosesse.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Visual Arts: From Modernism to Post-Modernism – An Introduction

Titel: Visuele Kunste: Van Modernisme tot Postmodernisme – 'n Inleiding

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

- knowledge of and insight into modernist art philosophy and theories, and contextual issues pertaining to the visual arts and design during the 20th century, also with reference to a few issues in post-modernism;
- that they can successfully and clearly explain their knowledge of and insight into the development of graphic design and the visual arts during the modernist era;
- an ability to apply his/her knowledge of theoretical and didactical skills and values to analyse and interpret artworks in a practical manner;
- effective functioning in groups;
- ability to effectively engage in analytical and self-directed learning and research; and
- practical skills in creating art and design products using multi-media.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis aangaande en insig in modernistiese kunsfilosofie en -teorieë, asook kontekstuele vraagstukke met betrekking tot die visuele kunste en ontwerp tydens die 20ste eeu, met verwysing na enkele vraagstukke binne postmodernisme;*
- *die vermoë om sy/haar kennis aangaande en insig in die ontwikkeling van grafiese ontwerp en die visuele kunste tydens die modernistiese tydperk suksesvol te kan weergee;*
- *die vermoë om sy/haar kennis van teoretiese en didaktiese vaardighede en waardes te kan toepas, ten einde kunswerke op 'n praktiese wyse te kan analiseer en interpreteer;*
- *doeltreffende funksionering in groepe;*
- *die vermoë om doeltreffend betrokke te kan wees by analitiese en self-gerigte leer en navorsing; en*
- *praktiese vaardighede in die skep van kuns- en ontwerpprodukte deur die gebruik van multimedia.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Visual Arts: Design for Teaching and Learning

Titel: Visuele Kunste: Ontwerp vir Onderrig en Leer

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

- an integrated knowledge of and insight into modernist art philosophy and theories, and contextual issues pertaining to the visual arts and design during the 20th century, also with reference to crucial issues in post-modernism and the Avant-garde;
- that they can successfully and clearly explain their knowledge of and insight into the development of graphic design and the visual arts during the modernist, post-modernist era and the Avant-garde, by demonstrating a deep understanding of current thinking, practice, theory and methodology in art and design in the FET phase;
- an ability to apply their knowledge of theoretical and didactical skills and values to analyse and interpret artworks in a practical manner;
- an ability to develop appropriate processes of information gathering for teaching and learning of art in the FET phase;
- effective functioning in groups as a team member who can communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional and occupational discourse;
- an ability to effectively engage in analytical and self-directed learning and research; and
- practical skills in creating art and design products using multi-media, with the focus on the design process.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en insig in modernistiese kunsfilosofie en -teorieë met betrekking tot visuele kuns en ontwerp tydens die 20ste eeu, asook met verwysing na kernvraagstukke in postmodernisme en die Avant-garde-tydperk;*
- *die vermoë om sy/haar kennis aangaande en insig in die ontwikkeling van grafiese ontwerp en visuele kuns tydens die modernistiese, postmodernistiese en Avant-garde-tydperk, deur 'n grondige begrip van huidige denke, praktyke, teorie en metodologie in kuns en ontwerp in die VOO-fase suksesvol te kan weergee;*
- *die vermoë om sy/haar kennis aangaande teoretiese en didaktiese vaardighede en waardes te kan analiseer en kunswerke op 'n praktiese wyse te kan interpreteer;*
- *die vermoë om toepaslike metodes van inligtinginsameling vir onderrig en leer van kuns in die VOO-fase te kan ontwikkel;*
- *doeltreffende funksionering in groepe as spanlid wat sy/haar idees en menings met behulp van weldeurdagte redevoering te kan kommunikeer deur toepaslike akademiese, professionele en beroepsdiskoers te kan gebruik;*
- *die vermoë om doeltreffend betrokke te kan wees by analitiese en self-gerigte leer en navorsing; en*
- *praktiese vaardighede in die skep van kuns en ontwerpprodukte deur die gebruik van multimedia, met die fokus op die ontwerpproses.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Visual Arts: World Art and World Cultures for Teaching and Learning 1

Titel: Visuele Kunste: Wêreldkuns en Wêreldkulture vir Onderrig en Leer 1

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

- an ability to define themes related to world art and world cultures and discuss the manner in which these themes influenced the visual arts in relevant parts of the world: power and violence in selected ancient cultures, mysticism as power play, the role of ancestors and patriarchal communities;
- an understanding of a range of methods of enquiry in the field of art in the FET phase, and their suitability to specific investigations, and an ability to select and apply a range of methods to resolve problems or introduce change within a practice;
- the integrated knowledge to explain and evaluate a selection of the visual arts by means of a number of social and/or ceremonial practices including birth, initiation, maturity and death;
- apply his/her knowledge of skills, values and insight into didactical matters and research methods with regard to the teaching and learning aspect, and with regard to the analysis and interpretation of artworks in a practical manner in a FET classroom;
- an ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches, within a supportive and safe environment;
- in a practical manner his/her understanding of inclusivity and cultural variety in a FET classroom; in respect of which the learner is able to demonstrate an ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;
- an ability to effectively function in groups, and to function effectively and independently as a critical self-directed learner; and
- sound practical skills in crafts and design and design and produce and create craft products of high quality.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om temas wat met wêreldkuns en wêreldkulture verband hou, te kan definieer en die wyse waarop sodanige temas die visuele kunste in toepaslike wêrelddele beïnvloed het, te kan bespreek: mag en geweld in geselekteerde antieke kulture, mistisisme as geweldspel, die rol van voorouers en patriargale gemeenskappe;*
- *begrip aangaande 'n reeks ondersoekmetodes in die veld van kuns in die VOO-fase, en die toepaslikheid daarvan vir spesifieke ondersoeke, asook die vermoë om 'n reeks metodes te kan toepas, ten einde probleme te kan oplos of verandering binne 'n praktyk te kan teweegbring;*
- *geïntegreerde kennis, ten einde 'n seleksie van visuele kunste met behulp van 'n aantal sosiale en/of seremoniële praktyke, met inbegrip van geboorte, inisiasie, volwassenheid en die dood te kan verklaar en evalueer;*
- *die vermoë om sy/haar kennis aangaande vaardighede, waardes en insig in didaktiese sake en navorsingsmetodes rakende die onderrig-leeraspek en die analise en interpretasie van kunswerke op 'n praktiese wyse in 'n VOO-klaskamer te kan toepas;*
- *die vermoë om besluite te kan neem en eties en professioneel te kan optree, asook die vermoë om sodanige besluite en optrede te kan regverdig deur etiese waardes en benaderings binne 'n ondersteunende en veilige konteks voorop te kan stel;*
- *die vermoë om op 'n praktiese wyse sy/haar begrip aangaande inklusiwiteit en kulturele verskeidenheid binne 'n VOO-klaskamer te kan demonstreer; ten opsigte waarvan die leerder die vermoë kan demonstreer om sy/haar leerbehoeftes op 'n self-gerigte wyse te kan demonstreer, asook om gesamentlike leerprosesse te kan fasiliteer;*
- *die vermoë om doeltreffend binne groepe te kan funksioneer, asook om onafhanklik en as kritiese, self-gerigte leerder te kan funksioneer; en*
- *grondige praktiese vaardighede in kunswerk en ontwerp, asook om kunsprodukte van hoë kwaliteit te kan lewer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ARTE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Visual Arts: World Art and World Cultures for Teaching and Learning 2

Titel: Visuele Kunste: Wêreldkuns en Wêreldkulture vir Onderrig en Leer 2

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

- an ability to define themes related to world art and world cultures and discuss the manner in which these themes influenced the visual arts in relevant parts of the world: power and violence in selected ancient cultures, mysticism as power play, the role of ancestors and patriarchal communities;
- the integrated, well-rounded knowledge to explain and evaluate a selection of the visual arts by means of a number of social and/or ceremonial practices including birth, initiation, maturity and death;
- an understanding of the role of a variety of religious beliefs and the influence of these on the visual arts in a number of world cultures, including: Animism and the worship of ancestral spirits, Shamanism, Hinduism, Buddhism and Zen Buddhism, Confucianism and Taoism, Islam;
- apply his/her integrated and well-rounded knowledge of, skills, values and insight into didactical matters and research methods with regard to the teaching and learning aspect, and with regard to the analysis and interpretation of artworks in a practical manner in a FET classroom;
- access, process and manage information, and an ability to independently validate the sources of information and evaluate and manage the information;
- in a practical manner his/her understanding of inclusivity and cultural variety in an FET classroom;
- an ability to effectively function in groups, and to function effectively and independently as a critical self-directed learner in the writing of a research assignment or mini-dissertation and in presenting it during a mini-conference;
- accountability, in respect of which a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts, and
- the ability to compile a creative and complete final practical portfolio.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om temas wat met wêreldkuns en wêreldkulture verband hou, te kan definieer en die wyse waarop sodanige temas die visuele kunste in toepaslike wêrelddele beïnvloed het, te kan bespreek: mag en geweld in geselekteerde antieke kulture, mistisisme as geweldspel, die rol van voorouers en patriargale gemeenskappe;*
- *geïntegreerde en grondige kennis, ten einde 'n seleksie van visuele kunste met behulp van 'n aantal sosiale en/of seremoniële praktyke, met inbegrip van geboorte, inisiasie, volwassenheid en die dood te kan verklaar en evalueer;*
- *begrip aangaande die rol wat 'n verskeidenheid van religieuse gelowe speel en die invloed daarvan op die visuele kunste binne 'n aantal wêreldkulture, met inbegrip van: Animisme en die aanbidding van voorouergeeste, Shamanisme, Hindoeïsme, Boeddhisme en Zen-Boeddhisme, Konfusianisme en Taoïsme en Islam;*

- *die vermoë om sy/haar geïntegreerde en grondige kennis aangaande vaardighede, waardes en insig in didaktiese sake en navorsingsmetodes rakende die onderrig-leeraspek en die analise en interpretasie van kunswerke op 'n praktiese wyse in 'n VOO-klaskamer te kan toepas;*
- *die vermoë om toegang tot inligting te kan verkry en sodanige inligting te kan verwerk en bestuur, asook die vermoë om inligtingsbronne onafhanklik te kan staaf, evalueer en bestuur;*
- *die vermoë om op 'n praktiese wyse sy/haar begrip aangaande inklusiwiteit en kulturele verskeidenheid binne 'n VOO-klaskamer te kan demonstreer;*
- *die vermoë om doeltreffend binne groepe te kan funksioneer, asook om onafhanklik en as kritiese, self-gerigte leerder te kan funksioneer by die skryf van 'n navorsingsopdrag of 'n skripsie en om dit tydens 'n konferensie te kan aanbied;*
- *verantwoordbaarheid ten opsigte waarvan 'n leerder in staat behoort te kan wees om die vermoë te kan demonstreer om volle verantwoordelikheid vir sy/haar werk, besluitneming en hulpbrongebruik te kan aanvaar, sowel as beperkte verantwoordbaarheid vir die besluite en optrede van ander binne verskillende of vaag-omskrewe kontekste; en*
- *die vermoë om 'n kreatiewe en volledige finale praktiese portefeulje te kan saamstel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Business Studies: The Business World, Business Management, Business Environments and Entrepreneurship

Titel: Besigheidstudies: Die Sakewêreld, Sakebestuur; Besigheidsomgewings en Entrepreneurskap

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

- knowledge and informed understanding of:
  - the business environment as well as the operating of a business enterprise in the South African economic system, and
  - the key terms, concepts, established principles and theories with reference to the nature of micro, market and macro environments, Business sectors, Entrepreneurship , Business opportunity and related factors;
- ability to select, plan, implement and manage information about the sustainability of new business ideas, with reference to the concept of entrepreneurship;
- basic research skills such as gathering and verifying business information from various sources;
- the ability to communicate business information coherently and reliably verbally or in writing, via different technologies and media; and
- the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip aangaande*
  - *die besigheidsomgewing, sowel as die werksaamhede van 'n sake-onderneming in die Suid-Afrikaanse ekonomiese sisteem, en*
  - *die sleutelbegrippe, konsepte, gevestigde beginsels en teorieë, met verwysing na die aard van mikro-, mark- en makro-omgewings, sakesektore, entrepreneurskap, besigheidsgeleenthede en verwante faktore;*
- *die vermoë om inligting rakende die volhoubaarheid van nuwe besigheidsidees te kan selekteer, beplan, implementeer en bestuur, met verwysing na die konsep van entrepreneurskap;*
- *basiese navorsingsvaardighede, soos die insameling en verifiëring van besigheidsinligting vanuit verskeie bronne;*
- *die vermoë om besigheidsinligting samehangend en betroubaar, mondelings of skriftelik, via verskillende tegnologieë en media te kan kommunikeer; en*
- *die vermoë om individueel of as deel van 'n groep in sy/haar sosiale omgewing te kan funksioneer, en om toepaslike bydraes te kan lewer, ten einde besigheidstake suksesvol te kan voltooi.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Business Studies: Entry Strategies and e-Business

Titel: Besigheidstudies: Intreestrategieë en e-Besigheid

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

- knowledge and informed understanding of:
  - business contracts, rules, concepts, principles and theories with a solid knowledge base, regarding strategies to develop a new business venture, and
  - the key terms, concepts, established principles and theories with reference to entering the formal business sector;
- ability to select, plan, implement and interpret information about the starting and purchasing of a new business venture;
- actions in accordance with acceptable ethical and professional behaviour relevant to the e-business and the business environment;
- basic research skills such as gathering and verifying information from various business sources;
- the ability to communicate business establishment information coherently and reliably, verbally or in writing, via different technologies and media; and
- the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business establishment assignments.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Kennis en grondige begrip aangaande:*
  - *besigheidskontrakte, reëls, konsepte, beginsels en teorieë, met 'n grondige kennis van strategieë om 'n nuwe sakeonderneming te kan ontwikkel, en*
  - *die sleutelbegrippe, konsepte, gevestigde beginsels en teorieë met verwysing na toetrede tot die formele sakesektor;*
- *die vermoë om inligting aangaande die aanvang en aankoop van 'n nuwe sake-onderneming te kan selekteer, beplan, implementeer en interpreteer;*
- *optrede volgens aanvaarbare etiese en professionele gedrag wat met e-besigheid en die besigheidsomgewing verband hou;*
- *basiese navorsingsvaardighede, soos die insameling en verifiëring van inligting vanuit verskeie besigheidsbronne;*
- *die vermoë om besigheidsvestigingsinligting samehangend en betroubaar, mondelings of skriftelik, via verskillende tegnologieë en media te kan kommunikeer; en*
- *die vermoë om individueel of as deel van 'n groep binne sy/haar sosiale konteks te kan funksioneer; en om toepaslike bydraes te kan lewer, ten einde besigheidsvestigingsopdragte suksesvol te kan voltooi.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Business Studies: Establishing a Business

Titel: Besigheidstudies: Vestiging van 'n Besigheid

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

- detailed knowledge and understanding of:
  - the forms of business ownership, and

- the key terms, facts, concepts, established principles with reference to forms of business ownership;
- ability to distinguish, select and evaluate the most appropriate form of business ownership;
- understanding of the ethical implications of decisions, actions and practices specifically relevant to the forms of business ownership and appropriate legislation;
- accurate and coherent written and verbal communication of business ownership assignments with understanding of and respect to appropriate legislation; and
- act as group member and a group leader and contribute appropriate information/skills to successfully complete business ownership assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande*
  - *die vorme van besigheidseienaarskap, en*
  - *die sleutelbegrippe, feite, konsepte en gevestigde beginsels met verwysing na vorme van besigheidseienaarskap;*
- *die vermoë om die mees toepaslike vorm van besigheidseienaarskap te kan onderskei, selekteer en evalueer;*
- *begrip aangaande die etiese implikasies van besluite, optrede en praktyke wat spesifiek met die vorme van besigheidseienaarskap en toepaslike wetgewing verband hou;*
- *akkurate en samehangende skriftelike en mondelinge kommunikasie van besigheidseienaarskapsopdragte, met inbegrip van toepaslike wetgewing; en*
- *optrede as groepslid en groepleier en 'n bydrae van toepaslike inligting/vaardighede, ten einde besigheidseienaarskapsopdragte suksesvol te kan voltooi, die meting van suksesvolle taakvoltooiing volgens gegewe kriteria, asook die aanvaarding van medeverantwoordelikheid vir leerprosesse en die groep se verwesenliking van uitkomste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Business Studies: Planning; Organising; Leading and Controlling the Management Process

Titel: Besigheidstudies: Beplanning, Organisering, Leiding en Beheer van die Bestuursproses

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

- detailed knowledge and understanding of:
  - the general business management functions, and
  - the key terms, facts, concepts, established principles with reference to the general business management functions;
- ability to distinguish, select and effectively implement the most appropriate business management function;
- understanding of the ethical implications of decisions, actions and practices specifically relevant to general business management functions;
- accurate and coherent written and verbal communication of assignments with understanding of and respect to general business management functions; and
- act as a group member and a group leader and contribute appropriate information/skills to successfully complete business assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande*
  - *die algemene besigheidsbestuursfunksies, en*
  - *die sleutelbegrippe, feite, konsepte en gevestigde beginsels met verwysing na die algemene besigheidsbestuursfunksies;*
- *die vermoë om die mees toepaslike besigheidsbestuursfunksie te kan onderskei, selekteer en doeltreffend te kan implementeer;*
- *begrip aangaande die etiese implikasies van besluite, optrede en praktyke wat spesifiek met algemene besigheidsbestuursfunksies verband hou;*
- *akkurate en samehangende skriftelike en mondelinge kommunikasie van opdragte, met inbegrip van algemene besigheidsbestuursfunksies; en*
- *optrede as groepslid en groepleier en 'n bydrae van toepaslike inligting/vaardighede, ten einde besigheidseienaarskapsopdragte suksesvol te kan voltooi, die meting van suksesvolle taakvoltooiing volgens gegewe kriteria, asook die aanvaarding van medeverantwoordelikheid vir leerprosesse en die groep se verwesenliking van uitkomste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Business Studies: Operational Management and Human Resource Management

Titel: Besigheidstudies: Operasionele Bestuur en Menslike Hulpbronbestuur

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Operational and Human Resource Management; and an understanding of how that knowledge relates to the other business functions;
- understanding of contested knowledge within the field of Operational and Human Resource Management and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions;
- ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Operational and Human Resource Management;
- ability to identify, analyse, critically reflect on and address complex Operational and Human Resource Management issues and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Human Resource Management;
- accurate and coherent written and verbal communication assignments (this must be related to the practice-requirements of the Operational and Human Resource Management);
- management of a team, group, system, process in an unfamiliar context in order to solve an Operational and Human Resource Management problem, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, asook die vermoë om sleutelbegrippe, konsepte, feite en beginsels korrek te kan evalueer en op verskillende gebiede van of binne die veld van Operasionele en Menslike Hulpbronbestuur te kan toepas; en 'n begrip van hoe sodanige kennis met die ander besigheidsfunksies verband hou;*
- *begrip aangaande kennis wat binne die veld van Operasionele en Menslike Hulpbronbestuur bevraagteken word en 'n kritiese evaluering van die toepaslikheid van voorgenoemde teorieë, beginsels en kennis binne die veld van besigheidsfunksies;*
- *die vermoë om 'n reeks van verskillende, maar tog toepaslike, prosedures, wetgewing en teorieë wat met Operasionele en Menslike Hulpbronbestuur verband hou, te kan selekteer, evalueer en toepas;*
- *die vermoë om ingewikkelde Operasionele en Menslike Hulpbronbestuursvraagstukke te kan identifiseer, analiseer, en krities te kan besin daaroor, dit te kan aanspreek en bewys-gebaseerde, praktyk-gedrewe of beproefde oplossings met behulp van teoriere-gedrewe beredenering te kan toepas;*
- *weerspieëling van alle waardes, etiese optrede en geregverdigde besluitneming, soos van toepassing op Menslike Hulpbronbestuurspraktyk;*
- *akkurate en samehangende skriftelike en mondelinge kommunikasie-opdragte (wat met die praktykvereistes van Operasionele en Menslike Hulpbronbestuur verband moet hou);*
- *bestuur van 'n span, groep, stelsel, of proses binne 'n onbekende konteks, ten einde 'n Operasionele en Menslike Hulpbronbestuursprobleem te kan oplos deur die vordering van die span, groep, of proses te kan monitor en, waar nodig, verantwoordelikheid vir taakuitkomste en die toepassing van gepaste hulpbronne te kan aanvaar; en*

- *die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, monitor van eie leervordering en toepassing van toepaslike leerstrategieë, asook die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Business Studies: Marketing Management and Cooperative Social Responsibility

Titel: Besigheidstudies: Bemarkingsbestuur en Koöperatiewe Sosiale Verantwoordelikheid

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om sleutelbegrippe, konsepte, feite en beginsels korrek te kan evalueer en op verskillende gebiede binne die veld van Bemarkingsbestuur en Koöperatiewe Sosiale Verantwoordelikheid te kan toepas, asook 'n begrip van hoe sodanige kennis met die ander besigheidsfunksies verband hou;*
- *begrip aangaande kennis wat binne die veld van Bemarkingsbestuur en Koöperatiewe Sosiale Verantwoordelikheid bevraagteken word en 'n kritiese evaluering van die toepaslikheid van voorgenoemde teorieë, beginsels en kennis binne die veld van besigheidsfunksies;*
- *die vermoë om 'n reeks van verskillende, maar tog toepaslike, prosedures, wetgewing en teorieë wat met Bemarkingsbestuur en Koöperatiewe Sosiale Verantwoordelikheid verband hou, te kan selekteer, evalueer en toepas;*
- *die vermoë om ingewikkelde Bemarkingsbestuurs- en Koöperatiewe Sosiale Verantwoordelikheidsvraagstukke te kan identifiseer, analiseer, krities te kan besin daaroor, dit te kan aanspreek en bewys-gebaseerde, praktyk-gedrewe of beproefde oplossings met behulp van teoriere-gedrewe beredenering te kan toepas;*
- *weerspieëling van alle waardes, etiese optrede en geregverdigde besluitneming, soos van toepassing op Bemarkingsbestuurs- en Koöperatiewe Sosiale Verantwoordelikheidspraktyk;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie-opdragte wat met die praktykvereistes van Bemarkingsbestuur en Koöperatiewe Sosiale Verantwoordelikheid verband moet hou;*
- *bestuur van 'n span, groep, stelsel, of proses binne 'n onbekende konteks, ten einde 'n Bemarkings- en Koöperatiewe Sosiale Verantwoordelikheidsprobleem te kan oplos deur die vordering van die span, groep, of proses te kan monitor en, waar nodig, verantwoordelikheid vir taakuitkomste en die toepassing van gepaste hulpbronne te kan aanvaar; en*
- *die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, monitor van eie leervordering en toepassing van toepaslike leerstrategieë, en die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Business Studies: Financial Management and Purchasing Function

Titel: Besigheidstudies: Finansiële Bestuur en Aankoopfunksie

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om sleutelbegrippe, konsepte, feite en beginsels korrek te kan evalueer en op verskillende gebiede binne die veld van Finansiële Bestuur en Aankoopfunksie te kan toepas, asook 'n begrip van hoe sodanige kennis met die ander besigheidsfunksies verband hou;*
- *begrip aangaande kennis wat binne die veld van Finansiële Bestuur en Aankoopfunksie bevraagteken word en 'n kritiese evaluering van die toepaslikheid van voorgenoemde teorieë, beginsels en kennis binne die veld van besigheidsfunksies;*
- *die vermoë om 'n reeks verskillende, maar tog toepaslike, prosedures, wetgewing en teorieë wat met Finansiële Bestuur en Aankoopfunksie verband hou, te kan selekteer, evalueer en toepas;*
- *die vermoë om ingewikkelde Finansiële Bestuurs- en Aankoopfunksieverantwoordelikhede te kan identifiseer, analiseer, krities te kan besin daaroor, dit te kan aanspreek en bewys-gebaseerde, praktyk-gedrewe of beproefde oplossings met behulp van teoriere-gedrewe beredenering te kan toepas;*
- *weerspieëling van alle waardes, etiese optrede en geregverdigde besluitneming, soos van toepassing op Finansiële Bestuurs- en Aankoopfunksiepraktyk;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie-opdragte (wat met die praktykvereistes van Finansiële Bestuur en Aankoopfunksie verband moet hou);*
- *bestuur van 'n span, groep, stelsel, of proses binne 'n onbekende konteks, ten einde 'n Finansiële Bestuurs- en Aankoopfunksieprobleem te kan oplos deur die vordering van die span, groep, of proses te kan monitor en, waar nodig, verantwoordelikheid vir taakuitkomste en die toepassing van gepaste bronne te kan aanvaar; en*
- *die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, monitor van eie leervordering en toepassing van toepaslike leerstrategieë, en die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTE422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Business Studies: Strategic Management and Business Plans

Titel: Besigheidstudies: Strategiese Bestuur en Sakeplanne

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of strategic management, business plans; and an understanding of how that knowledge relates to the other business functions;
- understanding of contested knowledge within the field of strategic management and business plans; and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions;
- ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to strategic management and business plans;
- ability to identify, analyse, critically reflect on and address complexities of strategic management and business plans; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of strategic management and business plans;
- accurate and coherent written and verbal communication assignments (this must be related to the practice-requirements of strategic management and business plans);
- management of a team, group, system, process in an unfamiliar context in order to solve strategic management and business plan problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for their own learning needs, monitoring of their own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om sleutelbegrippe, konsepte, feite en beginsels korrek te kan evalueer en op verskillende gebiede binne die veld van Strategiese Bestuur en Sakeplanne te kan toepas, asook 'n begrip van hoe sodanige kennis met die ander besigheidsfunksies verband hou;*
- *begrip aangaande kennis wat binne die veld van Strategiese Bestuur en Sakeplanne bevraagteken word en 'n kritiese evaluering van die toepaslikheid van voorgenoemde teorieë, beginsels en kennis binne die veld van besigheidsfunksies;*
- *die vermoë om 'n reeks verskillende, maar tog toepaslike, prosedures, wetgewing en teorieë wat met Strategiese Bestuur en Sakeplanne verband hou, te kan selekteer, evalueer en toepas;*
- *die vermoë om ingewikkelde Strategiese Bestuurs- en Sakeplanverantwoordelikhede te kan identifiseer, analiseer, krities te kan besin daaroor, dit te kan aanspreek en bewys-gebaseerde, praktyk-gedrewe of beproefde oplossings met behulp van teoriere-gedrewe beredenering te kan toepas;*
- *weerspieëling van alle waardes, etiese optrede en geregverdigde besluitneming, soos van toepassing op Strategiese Bestuur en Sakeplanne-praktyk;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie-opdragte wat met die praktykvereistes van Strategiese Bestuur en Sakeplanne verband moet hou;*
- *bestuur van 'n span, groep, stelsel, of proses binne 'n onbekende konteks, ten einde 'n Strategiese Bestuurs- en Sakeplanneprobleem te kan oplos deur die vordering van die span, groep, of proses te kan monitor en, waar nodig, verantwoordelikheid vir taakuitkomste en die toepassing van gepaste bronne te kan aanvaar; en*
- *die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, monitering van eie leervordering en toepassing van toepaslike leerstrategieë, en die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **BSTG111**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Economic Management Sciences for Education: Entrepreneurship in the Senior phase

Titel: Ekonomiese en Bestuurswetenskappe vir Onderwys: Entrepreneurskap in die Seniorfase

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

- knowledge and informed understanding of:
  - the entrepreneur, starting a business; businesses; and an Entrepreneur's Day, and
  - the key terms, concepts, established principles and theories with reference to the factors of production; forms of ownership; levels of management; and functions of management;
- ability to select, plan, implement and manage information about the sustainability of new business ideas with reference to the concept of entrepreneurship, the sectors of the economy, functions of a business and a business plan;
- basic research skills such as gathering and verifying information from various sources;
- the ability to communicate information coherently and reliably, verbally or in writing, via different technologies and media;
- the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments; and
- monitor their own learning progress, implement relevant learning strategies to combine theoretical business knowledge into practical application and be able to represent it to the learners in their EMS classrooms.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Kennis en ingeligte begrip aangaande*
  - *die entrepreneur; om 'n besigheid te vestig; besighede; en 'n Entrepreneursdag, en*
  - *die sleutelbegrippe, konsepte, gevestigde beginsels en teorieë, met verwysing na die produksiefaktore; vorme van eienaarskap; bestuursvlakke; en bestuursfunksies;*
- *die vermoë om inligting oor die volhoubaarheid van nuwe besigheidsidees te kan selekteer, beplan, implementeer en bestuur, met verwysing na die konsep van entrepreneurskap, die ekonomiese sektore, funksies van 'n besigheid en 'n sakeplan;*
- *basiese navorsingsvaardighede, soos die insameling en stawing van inligting vanuit verskeie bronne;*
- *die vermoë om inligting samehangend en betroubaar, mondeling of skriftelik, via verskillende tegnologieë en media te kan kommunikeer;*
- *die vermoë om individueel of as deel van 'n groep in sy/haar sosiale omgewing te kan optree; en om toepaslike bydraes tot suksesvolle afhandeling van besigheidsopdragte te kan lewer; en*
- *om sy/haar eie leervordering te kan monitor en tersaaklike leerstrategieë te kan implementeer, ten einde teoretiese besigheidskennis met praktiese toepassing te kan kombineer en om dit vir die leerders in sy/haar EBW-klaskamers te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **CATE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Computer Applications Technology Education: System technologies

Titel: Rekenaartoepassingstegnologie-Onderwys: Stelseltegnologieë

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

- knowledge and informed understanding of the basic concepts of information and communication technology, different computer systems, the features and functions of the components of a computer, the basic operation and management of a computer;
- skills in planning, selecting, implementing and managing the most appropriate hardware and software for a given scenario, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;

- the ability to, individually or as part of a group/team, solve basic well-defined routine or new practice-related problems regarding hardware and software and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- the ability to identify and responsibly address ethical issues regarding the use of information and communication technologies, with understanding of copyright and rules on plagiarism; and
- knowledge of and insight into the nature and composition of Computer Applications Technology as a school subject and the principles of lesson planning in the subject, as well as skills in planning and implementing a lesson in Computer Applications Technology in the teaching situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die basiese inligtingskonsepte en kommunikasietegnologie, verskillende rekenaarstelsels, die kenmerke en funksies van rekenaarkomponente, die basiese werking en bestuur van ŉ rekenaar;*
- *beplanningsvaardighede, selektering en implementering van die mees toepaslike harde- en sagteware vir ŉ gegewe scenario, met inagneming van nuwe tegnologiese tendense en ontwikkelinge, en die gebruik van toepaslike bronne;*
- *die vermoë om individueel of as lid van ŉ groep/span basiese, goedgedefinieerde alledaagse- of nuwe praktykverwante probleme rakende harde- en sagteware te kan oplos en om sodanige oplossing mondelings of skriftelik, op akkurate en samehangende wyse aan verskillende gehore te kan kommunikeer deur toepaslike media en tegnologieë te kan gebruik;*
- *die vermoë om etiese kwessies aangaande inligtinggebruik en kommuniekasietegnologieë te kan identifiseer en verantwoordelik te kan aanspreek, met inbegrip van kopiereg en reëls aangaande plagiaat; en*
- *kennis aangaande en insig in die aard en samestelling van Rekenaartoepassingstegnologie as ŉ skoolvak en die beginsels van lesbeplanning in die vak, sowel as beplanningsvaardighede en die implementering van ŉ les in Rekenaartoepassingstegnologie binne die onderrigkonteks.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE123**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Computer Applications Technology Education: Introduction to Coding

Titel: Rekenaartoepassingstegnologie-Onderwys: Inleiding tot Rekenaarprogrammering

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

- knowledge and informed understanding about various numeric systems, datarepresentation and operations with numeric systems;
- the ability to evaluate given algorithms, or to design new algorithms in order to design solutions for real life problems;
- the ability to distinguish between various problem-solving strategies, the evaluation thereof and solve real life problems by using a visual programming language;
- the ability to program robots by using a visual programming language;
- actions regarding acceptable ethical aspects and professional behaviour of teachers during lesson presentation and the teaching of information technology in thesecondary school environment;
- the ability to communicate verbally and visually by using electronic media, taking into consideration copyright and plagiarism;
- the ability to function as a group in a problem-solving environment regarding programming in a visual language and various problem-solving strategies; and
- the ability to monitor own progression of learning and implement strategies regarding the development of problem-solving skills to improve own learning and manage resources effectively to satisfy all outcomes of the module.
- *By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:*
- *kennis en ingeligte verstaan van verskeie getallestelsels, datavoorstelling en bewerkings met getallestelsels;*
- *die vermoë om gegewe algoritmes te evalueer, of om nuwe algoritmes te ontwerp ten einde oplossings vir werklike probleme te ontwerp;*
- *die vermoë om te onderskei tussen verskeie probleemoplossingstrategieë, die evaluering daarvan, en om lewenswerklike probleme op te los deur die gebruik van 'n visuele programmeringstaal;*
- *die vermoë om robotte te programmeer deur die gebruik van ŉ visueleprogrammeringstaal;*
- *optrede met betrekking tot aanvaarbare etiese aspekte en professionelegedrag van onderwysers gedurende lesaanbieding en die onderrig van Inligtingstegnologie in die sekondêre skoolomgewing;*
- *die vermoë om verbaal en visueel te kommunikeer deur die gebruik van elektroniese media, met inagneming van kopiereg en plagiaat;*
- *die vermoë om as 'n groep binne 'n probleemoplossende omgewing te funksioneer met betrekking tot programmering in 'n visuele taal en verskeieprobleemoplossingstrategieë, en*
- *die vermoë om eie vordering van leer te monitor, en strategieë teimplementeer met betrekking tot die ontwikkeling van probleemoplossingsvaardighede om eie leer te bevorder en hulpbronne effektief te bestuur om aan al die uitkomste van die module te voldoen.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE213**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Computer Applications Technology Education: Advanced Word Processing Skills

Titel: Rekenaartoepassingstegnologie-Onderwys: Gevorderde Woordverwerkingsvaardighede

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

- knowledge and informed understanding regarding the historical development of the QWERTY keyboard, keyconcepts, facts, methods and approaches, and psychological aspects related to the teaching and learning of keyboarding skills;
- detailed knowledge and extended understanding regarding the nature and use of a word processor;
- identifying, troubleshooting, and applying advanced word processing skills during the compilation of documents for solutions to authentic problems;
- sound knowledge regarding the use, troubleshooting and integration of web-based word processing applications to compile solutions for real-world problems;
- detailed knowledge and extended understanding regarding the accommodation of learners with impairments in the CAT class;
- the ability to operate as a member of a group, to make suitable contributions during the evaluation of different practice-directed documents and to be co-responsible for the promotion of the learning of the group in the accomplishment of the relevant outcomes of the group;
- detailed knowledge and extended understanding regarding different subject-related teaching and learning strategies and the selection of the most appropriate teaching method to facilitate word processing functions;
- actions relating to acceptable ethical aspects and professional behaviour of the teacher during the presentation of lessons and the teaching of advanced word processing functions in a practice-directed environment
- understanding of ethical aspects that relate to the communication of information, in the academic contexts andthe work environment;
- basic research skills like collecting, analyzing and verifying information using different sources and applying sound referencing techniques; and
- the ability to monitor own learning, use relevant learning strategies, and use resources to successfully attain the outcomes of learning tasks.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van die historiese ontwikkeling van die QWERTY-sleutelbord, sleutelkonsepte, feite,metodes en benaderinge, en psigologiese aspekte verwant aan die onderrig-en-leer van sleutelbordvaardighede;*
- *gedetailleerde kennis en uitgebreide begrip van die aard en gebruik van ŉ woordverwerker;*
- *identifisering, foutopsporing en toepassing van gevorderde woordverwerkingsvaardighede gedurende die opstel van dokumente om oplossings vir outentieke probleme te verskaf;*
- *grondige kennis van die gebruik, foutopsporing en integrasie van webgebaseerde woordverwerkingstoepassings om oplossings vir regte-wêreldse probleme op te stel;*

- *gedetailleerde kennis en uitgebreide begrip van akkommodering van leerders met gestremdhede in die RTT klas;*
- *die vermoë om as lid van 'n groep te funksioneer, om geskikte bydraes tydens die evaluering van verskillende praktyk-gerigte dokumente te lewer en om medeverantwoordelik te wees vir die bevordering van leer van die groep met die bereiking van tersaaklike uitkomste van die groep;*
- *gedetailleerde kennis en uitgebreide begrip van verskillende vakgerigte onderrig-en-leer strategieë en die seleksie van mees toepaslike onderrigmetodes om woordverwerkingsfunksies te fasiliteer;*
- *aksies verwant aan aanvaarbare etiese aspekte en professionele gedrag van die onderwyser tydens die aanbieding van lesse en die onderrig van gevorderde woordverwerkingsfunksies in 'n praktyk-gerigte omgewing;*
- *begrip van etiese aspekte wat verband hou met die kommunikering van inligting in akademiese kontekste en in die werksomgewing;*
- *basiese navorsingsvaardighede soos die insamel, analisering en verifiëring van inligting deur verskillende bronne te gebruik en die toepassing van grondige verwysingstegnieke; en*
- *die vermoë om eie leer te monitor, toepaslike leerstrategieë en hulpbronne te gebruik om die uitkomste van die module te bereik.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Computer Applications Technology Education: Computer Networks

Titel: Rekenaartoepassingstegnologie-Onderwys: Rekenaarnetwerke

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

- detailed knowledge and understanding of different computer networks, communication media and devices, data transmission, network security, network design, and the Internet, while displaying the ability to monitor own learning progress and apply relevant learning strategies and resources to successfully master the content of this module;
- the ability to compare, evaluate and debate the selection and implementation of different computer networks, media and devices used in data communication, as well as data transmission methods for a given scenario, using appropriate relevant sources to inform their decisions;
- the ability to, individually or as part of a group/team, solve well-defined novel practice-related problems regarding computer networks and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- understanding of the ethical implications of decisions, actions and practices relevant to the Internet, and critically evaluate the short and long term implications of the use of the Internet in education; and
- knowledge and skills regarding teaching-learning strategies necessary for effective learning of the theoretical content of Computer Applications Technology on secondary level and the application of these strategies in the teaching-learning situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande verskillende rekenaarnetwerke, kommunikasiemedia en toestelle, dataversending, netwerksekuriteit, netwerkontwerp en die Internet, en die vermoë om eie leervordering te kan monitor en toepaslike leerstrategieë te kan toepas, ten einde die inhoud van hierdie module suksesvol te kan bemeester;*
- *die vermoë om die selektering en implementering van verskillende rekenaarnetwerke, media en toestelle wat vir dataskommunikasie gebruik word, sowel as dataversendingsmetodes vir 'n gegewe scenario, te kan vergelyk, evalueer en beredeneer, deur van toepaslike bronne ter toeligting van sy/haar besluite gebruik te kan maak;*
- *die vermoë om individueel of as lid van 'n groep/span goedgedefinieerde, nuwe praktykverwante probleme rakende rekenaarnetwerke te kan oplos en om sodanige oplossing mondelings of skriftelik, op akkurate en samehangende wyse aan verskillende gehore te kan kommunikeer deur toepaslike media en tegnologieë te kan gebruik;*
- *begrip aangaande die etiese implikasies van besluite, optrede en praktyke wat met die Internet verband hou, asook kritiese evaluering van die kort- en langtermynimplikasies van die gebruik van die Internet in Onderwys; en*
- *kennis en vaardighede aangaande die vereiste onderrig-leerstrategieë vir doeltreffende leer van die teoretiese inhoud van Rekenaartoepassingstegnologie op sekondêre vlak, en die toepassing van sodanige strategieë binne die onderrig-leerkonteks.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE313**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Computer Applications Technology Education: Databases

Titel: Rekenaartoepassingstegnologie-Onderwys: Databasisse

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

- integrated knowledge and understanding regarding the design of databases, normalisation, relationships, data integrity, data security and data validation and an understanding of how this knowledge can be applied to situations in society;
- integrated knowledge and understanding of queries, reports and macros in databases and the ability to evaluate and design tables, queries, reports, forms and macros in databases;
- integrated knowledge and understanding of assessment strategies applicable to Computer Applications Technology regarding database design and the evaluation of assessment strategies on secondary level in the education situation;
- the development of a data base application for a real-life context;
- integrated knowledge and understanding of facilitating database design and Access in the subject Computer Applications Technology and the application of applicable teaching-learning strategies;
- the ability to reflect on values and ethical behaviour regarding the teaching of databases in Computer Applications Technology;
- the ability to communicate accurately regarding database design, with regard to ethics involving data and information;
- the ability to manage a group process regarding the design of databases, monitoring the process of the group, take responsibility for outcomes and apply applicable resources; and
- the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande databasisontwerp, normalisering, verbande, data-integriteit, datasekuriteit en datastawing, met inbegrip van hoe sodanige kennis op kontekste binne die samelewing toegepas kan word;*
- *geïntegreerde kennis en begrip aangaande navrae, verslae en makro's in databasisse, en die vermoë om tabelle, navrae, verslae, vorms en makro's binne databasisse te kan evalueer en ontwerp;*
- *geïntegreerde kennis en begrip aangaande assesseringstrategieë, soos van toepassing op Rekenaartoepassingstegnologie wat met databasisontwerp en die evaluering van assesseringstrategieë op sekondêre vlak binne die onderwyskonteks verband hou;*
- *die ontwikkeling databasistoepassing vir 'n regte-wêreldse konteks;*
- *geïntegreerde kennis en begrip aangaande die fasilitering van databasisontwerp en Access in die vak Rekenaartoepassingetegnologie en die toepassing van toepaslike onderrig-leerstrategieë;*
- *die vermoë om oor waardes en etiese gedrag aangaande die onderrig van databasisse in Rekenaartoepassingstegnologie te kan besin;*
- *die vermoë om akkuraat oor databasisontwerp te kan kommunikeer aangaande etiek betrokke by data en inligting;*
- *die vermoë om 'n groepproses aangaande databasisontwerp te kan bestuur, die groepproses te kan monitor, verantwoordelikheid vir uitkomste te kan aanvaar, en toepaslike hulpbronne te kan toepas; en*
- *die vermoë om verantwoordelikheid vir eie leerbehoeftes te kan aanvaar, eie leervordering te kan monitor, leerstrategieë te kan implementeer en hulpbronne te kan bestuur, ten einde alle module-uitkomste te kan verwesenlik.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Computer Applications Technology Education: Spreadsheet Processing

Titel: Rekenaartoepassingstegnologie-Onderwys: Sigbladverwerking

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

- integrated knowledge and understanding regarding the design of spreadsheets and graphs and an understanding of how this knowledge can be applied to situations in society;
- the ability to critically evaluate given spreadsheet designs;
- integrated knowledge and understanding of assessment strategies applicable to Computer Applications Technology regarding spreadsheet design and the evaluation of assessment strategies on secondary level in the education situation;
- the ability to reflect on values and ethical behaviour regarding the teaching of spreadsheets in Computer Applications Technology;
- the ability to communicate accurately regarding spreadsheet design, in respect of intellectual property, copyright and plagiarism;
- the ability to manage a group process regarding the design of spreadsheets, monitoring the process of the group, take responsibility for outcomes, and apply applicable resources; and
- the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die ontwerp van sigblaaie en grafieke, asook ŉ begrip van hoe sodanige kennis op kontekste binne die samelewing toegepas kan word;*
- *die vermoë om gegewe sigbladontwerpe krities te kan evalueer;*
- *geïntegreerde kennis en begrip aangaande assesseringstrategieë, soos van toepassing op Rekenaartoepassingstegnologie ten opsigte van sigbladontwerp en die evaluering van assesseringstrategieë op sekondêre vlak binne die onderwyskonteks;*
- *die vermoë om oor waardes en etiese optrede aangaande die onderrig van sigblaaie in Rekenaartoepassingstegnologie te kan besin;*
- *die vermoë om akkuraat oor sigbladontwerp te kan kommunikeer ten opsigte van intellektuele eiendom, kopiereg en plagiaat;*
- *die vermoë om ŉ groepproses aangaande sigbladontwerp te kan bestuur, die groepproses te kan monitor, verantwoordelikheid vir uitkomste te kan aanvaar, en toepaslike hulpbronne te kan toepas; en*
- *die vermoë om verantwoordelikheid aangaande eie leerbehoeftes te kan aanvaar, eie leervordering te kan monitor, leerstrategieë te kan implementeer en hulpbronne te kan bestuur, ten einde alle module-uitkomste te kan verwesenlik.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Computer Applications Technology Education: e-Applications and e-Communication

Titel: Rekenaartoepassingstegnologie-Onderwys: e-Toepassings en e-Kommunikasie

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

- the ability to identify, analyse and critically reflect on the design and use of appropriate software for presentations, desktop publishing and webpage design;
- practical skills and design principles regarding the use of presentations, desktop publishing and webpage design and the ability to integrate these applications with other application software;
- creative use of different types of computer technology to achieve electronic communication;
- skills to identify, compare and evaluate appropriate learning and support material for Computer Applications Technology as a school subject; and
- the ability to develop an appropriate practical project and manage the implementation of the project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om die gebruik van toepaslike sagteware vir aanbiedings, tafelpublisering en webbladontwerp te kan identifiseer, analiseer en krities daaroor te kan besin;*
- *praktiese vaardighede en ontwerpbeginsels aangaande die gebruik van aanbiedings, lessenaarsetwerk en webbladontwerp, asook die vermoë om sodanige toepassings by ander toepassingsagteware te kan integreer;*
- *kreatiewe gebruik van verskillende tipes rekenaartegnologie, ten einde elektroniese kommunikasie te kan uitvoer;*
- *vaardighede om toepaslike leer- en ondersteuningsmateriaal vir Rekenaartoepassingstegnologie as skoolvak te kan identifiseer, vergelyk en evalueer; en*
- *die vermoë om ŉ toepaslike praktiese projek te kan ontwerp en die implementering van die projek te kan bestuur.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CATE422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Computer Application Technology Education: Information Management and Social Implications

Titel: Rekenaartoepassingstegnologie-Onderwys: Inligtingsbestuur en Sosiale Implikasies

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

- integrated knowledge and understanding regarding the finding, processing and presentation of data, the impact of technology on the community, legal, ethical and security questions, health and ergonomic as well as environmental questions which relate to information and communication technology;
- rounded, systematic knowledge as well as practical skills in computer laboratory management;
- rounded practical knowledge regarding the finding and evaluation of data during the execution of a practice-directed applicable theoretical research project; and
- the ability to process the results of a research project and to communicate the results of the research project as well defined arguments to their CAT classmates.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die insameling, verwerking en aanbieding van data, die impak van tegnologie op die gemeenskap, wetlike, etiese en sekuriteitsvrae, gesondheid en ergonomies, sowel as omgewingsvrae wat met inligting- en kommunikasietegnologie verband hou;*
- *grondige, sistematiese kennis, sowel as praktiese vaardighede in rekenaarlaboratoriumbestuur;*
- *grondige, praktiese kennis aangaande die insameling en evaluering van data tydens die uitvoering van ŉ praktykgerigte, toepaslike navorsingsprojek; en*
- *die vermoë om die resultate van ŉ navorsingsprojek te kan verwerk en om sodanige resultate as goed gedefinieerde betoog aan sy/haar CAT-klasmaats te kan kommunikeer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CTEE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Civil Technology

Titel: Siviele Tegnologie

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

- demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase; and
- demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die algemene veld van die bou-industrie en spesifieke insig in aspekte soos van toepassing op Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer;*
- *toepaslike formules en bewerkings op praktiese wyse te kan evalueer, toepas en verklaar, ten einde konteksgebonde siviele ingenieursprobleme aangaande die voorgeskrewe kurrikulum in die VOO-fase te kan oplos;*
- *op eties-verantwoordbare wyse binne die werksplek te op tree, asook tot 'n veilige werksomgewing te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede volgens die voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die konteks van Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer; en*
- *die vermoë te kan demonstreer om vakspesifieke onderrigmetodologieë en -strategieë aangaande Siviele Tegnologie in die VOO-fase te kan selekteer, evalueer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CTEE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Civil Technology

Titel: Siviele Tegnologie

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

- demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase; and
- demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die algemene veld van die bou-industrie en spesifieke insig in aspekte soos van toepassing op Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer;*
- *toepaslike formules en bewerkings op praktiese wyse te kan evalueer, toepas en verklaar, ten einde konteksgebonde siviele ingenieursprobleme aangaande die voorgeskrewe kurrikulum in die VOO-fase te kan oplos;*
- *op eties-verantwoordbare wyse binne die werksplek te op tree, asook tot 'n veilige werksomgewing te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede volgens die voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die konteks van Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer; en*
- *die vermoë te kan demonstreer om vakspesifieke onderrigmetodologieë en -strategieë aangaande Siviele Tegnologie in die VOO-fase te kan selekteer, evalueer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CTEE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Civil Technology

Titel: Siviele Tegnologie

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

- demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase; and
- demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die algemene veld van die bou-industrie en spesifieke insig in aspekte soos van toepassing op Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer;*
- *toepaslike formules en bewerkings op praktiese wyse te kan evalueer, toepas en verklaar, ten einde konteksgebonde siviele ingenieursprobleme aangaande die voorgeskrewe kurrikulum in die VOO-fase te kan oplos;*
- *op eties-verantwoordbare wyse binne die werksplek te op tree, asook tot 'n veilige werksomgewing te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede volgens die voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die konteks van Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer; en*
- *die vermoë te kan demonstreer om vakspesifieke onderrigmetodologieë en -strategieë aangaande Siviele Tegnologie in die VOO-fase te kan selekteer, evalueer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CTEE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Civil Technology

Titel: Siviele Tegnologie

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

- demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;

- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase; and
- demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die algemene veld van die bou-industrie en spesifieke insig in aspekte soos van toepassing op Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer;*
- *toepaslike formules en bewerkings op praktiese wyse te kan evalueer, toepas en verklaar, ten einde konteksgebonde siviele ingenieursprobleme aangaande die voorgeskrewe kurrikulum in die VOO-fase te kan oplos;*
- *op eties-verantwoordbare wyse binne die werksplek te op tree, asook tot ŉ veilige werksomgewing te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede volgens die voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die konteks van Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer; en*
- *die vermoë te kan demonstreer om vakspesifieke onderrigmetodologieë en -strategieë aangaande Siviele Tegnologie in die VOO-fase te kan selekteer, evalueer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CTEE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Civil Technology

Titel: Siviele Tegnologie

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

- demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase; and
- demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die algemene veld van die bou-industrie en spesifieke insig in aspekte soos van toepassing op Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer;*
- *toepaslike formules en bewerkings op praktiese wyse te kan evalueer, toepas en verklaar, ten einde konteksgebonde siviele ingenieursprobleme aangaande die voorgeskrewe kurrikulum in die VOO-fase te kan oplos;*
- *op eties-verantwoordbare wyse binne die werksplek te op tree, asook tot ŉ veilige werksomgewing te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede volgens die voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die konteks van Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer; en*
- *die vermoë te kan demonstreer om vakspesifieke onderrigmetodologieë en -strategieë aangaande Siviele Tegnologie in die VOO-fase te kan selekteer, evalueer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CTEE422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Civil Technology

Titel: Siviele Tegnologie

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

- demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase; and
- demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die algemene veld van die bou-industrie en spesifieke insig in aspekte soos van toepassing op Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer;*
- *toepaslike formules en bewerkings op praktiese wyse te kan evalueer, toepas en verklaar, ten einde konteksgebonde siviele ingenieursprobleme aangaande die voorgeskrewe kurrikulum in die VOO-fase te kan oplos;*
- *op eties-verantwoordbare wyse binne die werksplek te op tree, asook tot ŉ veilige werksomgewing te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede volgens die voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die konteks van Siviele Tegnologie as skoolvak in die VOO-fase te kan demonstreer; en*
- *die vermoë te kan demonstreer om vakspesifieke onderrigmetodologieë en -strategieë aangaande Siviele Tegnologie in die VOO-fase te kan selekteer, evalueer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **CULV211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Professional Development and Diversity in Education

Titel: Professionele Ontwikkeling en Diversiteit in Onderwys

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

- undertaking a critical audit of skills, capabilities and experiences for a future professional career with reference to critical thinking, decision-making, communication and work ethics;
- demonstrating skills for effective coping, self-management and classroom management;
- conceptualising diversity and promoting unity and diversity in education; and
- managing diversity in a school context, and reflecting upon the diverse educational landscapes within which the student operates and develop an ability to relate learning to a diverse workplace context.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om ŉ kritiese oudit van vaardighede, bevoegdhede en ervaring vir ŉ toekomstige professionele beroep te kan onderneem, met verwysing na kritiese denke, besluitneming, kommunikasie en werksetiek;*

- *doeltreffende hanterings-, selfbestuurs- en klaskamerbestuursvaardighede;*
- *die konseptualisering van diversiteit, asook die bevordering van eensgesindheid en diversiteit in die Onderwys; en*
- *die bestuur van diversiteit binne 'n skoolkonteks, asook besinning oor die diverse onderwyslandskappe waarbinne hy/sy funksioneer, en die ontwikkeling van die vermoë om leer met 'n diverse werksplekkonteks in verband te kan bring.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: EBPE422	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Becoming a Quality Professional Educator

Titel: Word 'n Kwaliteit Professionele Opvoeder

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

- coherent understanding the ability to apply policies, laws, legislations and professional standards in early childhood context;
- understanding of contested knowledge within the field of identity development of early childhood professionals as critically reflective educators;
- integrated knowledge and understanding of professionalism in the early years through the use of theoretical knowledge and practical responses; and
- ability to identify, analyse, critically reflect on ethics and identify practical steps to be taken for ethical practices when working with babies, toddlers and young children in diverse ECCE contexts.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n samehangende begrip van en die vermoë om beleide, wette, wetgewing en professionele standaarde in die vroeë kinderjarekonteks toe te pas;*
- *'n begrip van betwiste kennis binne die veld van identiteitsontwikkeling van professionele persone in vroeë kinderjare as krities reflektiewe opvoeders;*
- *geïntegreerde kennis en begrip van professionaliteit in die vroeë jare deur die gebruik van teoretiese kennis en praktiese response; en*
- *vermoë om etiek te identifiseer, te ontleed en krities te oordink en praktiese stappe te identifiseer wat geneem moet word vir etiese praktyk wanneer daar met babas, kleuters en jong kinders in diverse VKSO-kontekste gewerk word.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECCR121	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Creativity in the Early Years 1

Titel: Kreatiwiteit in die Vroeë Jare 1

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

- a basic knowledge of the development of creative thinking in babies, toddlers and young children;
- an informed understanding of the development of the expression of creativity through visual arts in babies, toddlers and young children;
- an informed understanding of theories of Creative arts in the early years;
- the ability to select inquiry tools to support learning within visual arts, within the content structure of Creative arts; and
- the ability to select an inclusive and multicultural learning environment that will inspire babies, toddlers and young children to be creative.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *basiese kennis van die ontwikkeling van kreatiewe denke by babas, kleuters en jong kinders;*
- *'n ingeligte begrip van die ontwikkeling van die uitdrukking van kreatiwiteit deur visuele kunste by babas, kleuters en jong kinders;*
- *'n ingeligte begrip van teorieë van skeppende kunste in die vroeë jare;*
- *die vermoë om ondersoekhulpmiddels te kies om leer binne visuele kunste te ondersteun, binne die inhoudstruktuur van skeppende kunste; en*
- *die vermoë om 'n inklusiewe en multikulturele leeromgewing te kies wat babas, kleuters en jong kinders sal inspireer om kreatief te wees.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECCR411	Semester 1	NQF-level / *NKR-vlak*: 6/7

Title: Creativity in the Early Years 2

Titel: Kreatiwiteit in die Vroeë Jare 2

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

NQF level 6:

- detailed knowledge and clear understanding of the concepts and principles of The Arts in diverse cultures and contexts;
- ability to analyse and evaluate ways in which creative arts promote personal and social wellbeing in self and babies, toddlers and young children;
- the ability to access and create appropriate resources (digital and other) that promotes babies, toddlers and young children's artistic expression;

NQF level 7:

- integrated knowledge and a coherent understanding of the development of *performance arts* in babies, toddlers and young children;
- the implementation and maintaining of an inclusive and culturally diverse learning environment that will promote creativity (with a focus on all the facets of performing arts) in babies, toddlers and young children;
- the relational understanding of the role that creativity plays in the development of critical thinking, problem solving and the forming of concepts in babies, toddlers and young children; and
- the ability to critically reflect on the importance of the role of parents, families and community systems to create, maintain and enhance environments in which all babies, toddlers and young children will be able to develop creatively.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

NKR-vlak 6:

- *uitvoerige kennis en 'n duidelike begrip van die konsepte en beginsels van die kunste in diverse kulture en kontekste;*
- *vermoë om wyses waarop kreatiewe kunste persoonlike en maatskaplike welstand by self en babas, kleuters en jong kinders bevorder, te ontleed en te evalueer;*
- *die vermoë om toegang te verkry en toepaslike hulpbronne (digitaal en ander) te skep wat babas, kleuters en jong kinders se artistieke uitdrukking bevorder;*

NKR-vlak 7:

- *geïntegreerde kennis en 'n samehangende begrip van die ontwikkeling van uitvoerende kunste by babas, kleuters en jong kinders;*
- *die implementering en handhawing van 'n inklusiewe en kultureel diverse leeromgewing wat kreatiwiteit (met 'n fokus op al die fasette van uitvoerende kunste) by babas, kleuters en jong kinders sal bevorder;*

- *'n relasionele begrip van die rol wat kreatiwiteit speel in die ontwikkeling van kritiese denke, probleemoplossing en die vorming van konsepte by babas, kleuters en jong kinders; en*
- *die vermoë om krities te besin oor die belangrikheid van die rol van ouers, gesinne en gemeenskapstelsels om omgewings te skep, te handhaaf en te verbeter waarin alle babas, kleuters en jong kinders in staat sal wees om kreatief te ontwikkel.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECIE121	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Inclusive Education in the Early Years 1

Titel: Inklusiewe Onderwys in die Vroeë Jare 1

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

- detailed understanding and knowledge of international and local policy frameworks on inclusive education;
- detailed knowledge and understanding of learning theories to identify how it influence teaching strategies selected in an ECCE setting;
- detailed knowledge of early identification of barriers to learning and development;
- selection and application of appropriate teaching methods to design a learning programme in which curriculum adaptation is implemented for babies, toddlers and young children with diverse needs in their own context;
- creation and management of an enabling inclusive learning environment; and
- application of ethical principles in order to promote social cohesion through inclusive educational practices.

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige begrip en kennis van internasionale en plaaslike beleidsraamwerke oor inklusiewe onderwys;*
- *uitvoerige kennis en begrip van leerteorieë om te identifiseer hoe dit onderrigstrategieë beïnvloed wat in 'n VKSO-omgewing gekies word;*
- *uitvoerige kennis van vroeë identifisering van hindernisse tot leer en ontwikkeling;*
- *die kies en toepassing van toepaslike onderrigmetodes om 'n leerprogram te ontwerp waarin kurrikulumaanpassing vir babas, kleuters en jong kinders met diverse behoeftes in hulle eie konteks geïmplementeer word;*
- *die skep en bestuur van 'n bemagtigende inklusiewe leeromgewing; en*
- *toepassing van etiese beginsels ten einde maatskaplike samehorigheid deur inklusiewe onderwyspraktyke te bevorder.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECIE322	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Inclusive Education in the Early Years 2

Titel: Inklusiewe Onderwys in die Vroeë Jare 2

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

- integrated knowledge and a clear understanding of the policy of Education White Paper 5 on Early Childhood Education;
- critical understanding of the term personalization under the concept inclusion in an ethical manner;
- integrated knowledge and coherent understanding of the function of the child holistically within the ecological system;
- the ability to critically reflect the education, identification and assessment processes of babies, toddlers and young children with barriers; and
- advanced ability to effectively facilitate collaboration between the different role-players in the supporting system for babies, toddlers and young children with barriers.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *geïntegreerde kennis en 'n duidelike begrip van die beleid van Onderwyswitskrif 5 oor Vroeë Kinderonderwys;*
- *kritiese begrip van die term verpersoonliking onder die konsep insluiting op 'n etiese wyse;*
- *geïntegreerde kennis en 'n samehangende begrip van die funksie van die kind, holisties binne die ekologiese stelsel;*
- *die vermoë om die opvoeding, identifikasie en assesseringsprosesse van babas, kleuters en jong kinders met hindernisse krities te oordink; en*
- *gevorderde vermoë om samewerking tussen die verskeie rolspelers in die ondersteuningstelsel vir babas, kleuters en jong kinders met hindernisse effektief te fasiliteer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLA211	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Early Communication, Language and Literacy 1 Afrikaans

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 1 Afrikaans

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

- knowledge of concepts and principles of early communication, language and emergent literacy development in very young children;
- knowledge of the expected normal milestones of communication, language and emergent literacy in children 0-3 years old and the ability to describe the expected milestones when observing a very young child;
- describe the importance of relationships and reciprocal interaction in the development of communication, language and emergent literacy and socio- emotional health;
- translate knowledge of early communication, language and emergent literacy development into planning a culture sensitive and supportive learning environment for very young children;
- translate knowledge of early relationship, communication, language and emergent literacy development into designing play-based routines, activities and learning opportunities;
- ability to create a supportive learning environment and effectively apply play-based routines, activities and learning opportunities;
- ability to detect signs of early developmental delay by observation of a very young child;- and
- reflect on the reciprocal interactions during effective play-based routines, activities and learning opportunities.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis van konsepte en beginsels van vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling by baie jong kinders;*
- *kennis van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheid by kinders 0–3 jaar oud en die vermoë om die verwagte mylpale te beskryf wanneer 'n baie jong kind waargeneem word;*
- *die belangrikheid van verhoudings en wederkerige interaksie in die ontwikkeling van kommunikasie, taal en ontluikende geletterdheid en sosio-emosionele gesondheid te beskryf;*
- *kennis van vroeë kommunikasie, taal en ontluikende geletterdheidsontwikkeling oor te sit in die beplanning van 'n kultuursensitiewe en ondersteunende leeromgewing vir baie jong kinders;*
- *kennis van vroeë verhoudings-, kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling oor te sit in die ontwerp van speelgebaseerde roetines, aktiwiteite en leergeleenthede;*
- *vermoë om 'n ondersteunende leeromgewing te skep en speelgebaseerde roetines, aktiwiteite en leergeleenthede effektief toe te pas;*

- *vermoë om tekens van vroeë ontwikkelingsagterstand deur waarneming van 'n baie jong kind vas te stel; en*
- *te besin oor die wederkerige interaksies tydens effektiewe speelgebaseerde roetines, aktiwiteite en leergeleenthede.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLA311	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Early Communication, Language and Literacy 2 Afrikaans

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 2 Afrikaans

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

- understanding of the integrative development of early listening, communication, language and emergent literacy skills in young children (3-5 years) to achieve critical thinking, conversational, reading and writing skills necessary for future academic success;
- show knowledge of the expected normal milestones of communication, language and emergent literacy skills in young children (3-5 years) and recognize early signs of developmental delay;
- ability to report on the development of the components of emergent literacy (Listening skills, phonological awareness, vocabulary, print knowledge, story comprehension, pragmatics, conversational skills and critical thinking) when observing a child;
- ability to choose and utilize conversations, stories, songs, books, e-books and multi-literacy materials, in a culturally sensitive and age appropriate manner, to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge of the integrative development of early listening, communication, language and emergent literacy skills in young children to select, prepare and produce age appropriate materials to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge on the development of the components of emergent literacy to demonstrate the ability prepare and produce interactive, reciprocal and play-based activities to develop critical thinking, conversational, reading and writing skills necessary for future academic success with young children; and
- ability to assess own reading style and change or adapt to support optimal learning opportunities to young children.

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n begrip van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) om kritiese denke, gespreks-, lees- en skryfvaardighede te bereik wat nodig is vir toekomstige akademiese sukses;*
- *kennis te toon van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) en vroeë tekens van ontwikkelingsagterstand te herken;*
- *vermoë om verslag te doen oor die ontwikkeling van die komponente van ontluikende geletterdheid (luistervaardighede, fonologiese bewustheid, woordeskat, gedrukte kennis, storiebegrip, pragmatiek, gespreksvaardighede en kritiese denke) wanneer 'n kind waargeneem word;*
- *vermoë om gesprekke, stories, liedjies, boeke, e-boeke en multigeletterdheidsmateriaal op 'n kultureel sensitiewe en ouderdomsgepaste wyse te kies en te gebruik om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders oor te sit om ouderdomsgepaste materiaal te kies, voor te berei en te produseer om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis oor die ontwikkeling van die komponente van ontluikende geletterdheid oor te sit om die vermoë te demonstreer om interaktiewe, wederkerige en speelgebaseerde aktiwiteite voor te berei en te produseer om kritiese denke, gespreks-, lees- en skryfvaardighede wat nodig is vir toekomstige akademiese sukses by jong kinders te ontwikkel; en*
- *vermoë om eie leesstyl te assesseer en te verander of aan te pas om optimale leergeleenthede by jong kinders te ondersteun.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLA411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Early Communication, Language and Literacy 3 Afrikaans

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 3 Afrikaans

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

- understanding of the importance of home literacy environments and literacy interaction necessary to support early communication, language and literacy development;
- characterize the cultural, economic, bilingual and multi-lingual factors related to the development of early communication, language and emergent literacy skills of a child after observation;
- translate knowledge of adult reading styles and child engagement styles into the ability to assess and inform best practice in early communication, language and emergent literacy interactions;
- translate knowledge on the effect of screen time and technology on the brain development of a young child into age appropriate, play-based activities for parents to optimize listening, play, critical thinking, conversational and social-interactional skills development at home; and
- translate knowledge of parent coaching principles into informational activities for parents on early communication, language and emergent literacy development.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- 'n begrip van die belangrikheid van tuisgeletterdheidsomgewings en geletterdheidsinteraksie wat nodig is om vroeë kommunikasie-, taal- en geletterdheidsontwikkeling te ondersteun;
- die kulturele, ekonomiese, tweetalige en veeltalige faktore in verband met die ontwikkeling van vroeë kommunikasie-, taal- en ontluikende geletterdheidsvaardighede van 'n kind ná waarneming te beskryf;
- kennis van volwasse leesstyle en kinderbetrokkenheidstyle oor te sit in die vermoë om beste praktyk in vroeë kommunikasie-, taal- en ontluikende geletterdheidsinteraksies te assesseer en in te lig;
- kennis oor die effek van skermtyd en tegnologie op die breinontwikkeling van 'n jong kind oor te sit in ouderdomsgeskikte, speelgebaseerde aktiwiteite vir ouers om luister, speel, kritiese denke, gespreks- en sosiaal interaktiewe vaardigheidsontwikkeling tuis te optimaliseer; en
- kennis van ouerafrigting-beginsels oor te sit in inligtingsaktiwiteite vir ouers oor vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling.

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLC211	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Constructions of Early Learning and Care

Titel: Konstruksies van Vroeë Leer en Sorg

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

- *detailed knowledge and understanding of constructions of early childhood from different theoretical perspectives informing being, becoming and belonging;*
- *clear understanding of being, becoming and belonging, together with early care and learning in context to create responsive learning environments and practice with and for babies, toddlers and young children;*
- *the ability to identify and analyse how the being, becoming and belonging theoretical framings are influenced by factors such as conditions, realities and indigenous knowledge in Africa; and*
- *detailed knowledge and understanding of theories of how babies, toddlers and young children learn and how they should be cared for in context.*

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis en begrip van konstruksies van die vroeë kinderjare vanuit verskillende teoretiese perspektiewe wat bestaan, wording en behoort inlig;*
- *'n duidelike begrip van bestaan, wording en behoort, tesame met vroeë sorg en leer in konteks om responsiewe leeromgewings en praktyk met en vir babas, kleuters en jong kinders te skep;*
- *die vermoë om te identifiseer en te ontleed hoe die teoretiese raamwerke van bestaan, wording en behoort deur faktore soos toestande, realiteite en inheemse kennis in Afrika beïnvloed word; en*

- *uitvoerige kennis en begrip van teorieë van hoe babas, kleuters en jong kinders leer en hoe hulle in konteks versorg moet word.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLE211	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Early Communication, Language and Literacy 1 English

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 1 Engels

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

- knowledge of concepts and principles of early communication, language and emergent literacy development in very young children;
- knowledge of the expected normal milestones of communication, language and emergent literacy in children 0-3 years old and the ability to describe the expected milestones when observing a very young child;
- describe the importance of relationships and reciprocal interaction in the development of communication, language and emergent literacy and socio- emotional health;
- translate knowledge of early communication, language and emergent literacy development into planning a culture sensitive and supportive learning environment for very young children;
- translate knowledge of early relationship, communication, language and emergent literacy development into designing play-based routines, activities and learning opportunities;
- ability to create a supportive learning environment and effectively apply play-based routines, activities and learning opportunities;
- ability to detect signs of early developmental delay by observation of a very young child;- and
- reflect on the reciprocal interactions during effective play-based routines, activities and learning opportunities.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis van konsepte en beginsels van vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling by baie jong kinders;*
- *kennis van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheid by kinders 0–3 jaar oud en die vermoë om die verwagte mylpale te beskryf wanneer ŉ baie jong kind waargeneem word;*
- *die belangrikheid van verhoudings en wederkerige interaksie in die ontwikkeling van kommunikasie, taal en ontluikende geletterdheid en sosio-emosionele gesondheid te beskryf;*
- *kennis van vroeë kommunikasie, taal en ontluikende geletterdheidsontwikkeling oor te sit in die beplanning van ŉ kultuursensitiewe en ondersteunende leeromgewing vir baie jong kinders;*
- *kennis van vroeë verhoudings-, kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling oor te sit in die ontwerp van speelgebaseerde roetines, aktiwiteite en leergeleenthede;*
- *vermoë om ŉ ondersteunende leeromgewing te skep en speelgebaseerde roetines, aktiwiteite en leergeleenthede effektief toe te pas;*
- *vermoë om tekens van vroeë ontwikkelingsagterstand deur waarneming van ŉ baie jong kind vas te stel; en*
- *te besin oor die wederkerige interaksies tydens effektiewe speelgebaseerde roetines, aktiwiteite en leergeleenthede.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLE311	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Early Communication, Language and Literacy 2 English

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 2 Engels

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

- understanding of the integrative development of early listening, communication, language and emergent literacy skills in young children (3-5 years) to achieve critical thinking, conversational, reading and writing skills necessary for future academic success;
- show knowledge of the expected normal milestones of communication, language and emergent literacy skills in young children (3-5 years) and recognize early signs of developmental delay;
- ability to report on the development of the components of emergent literacy (Listening skills, phonological awareness, vocabulary, print knowledge, story comprehension, pragmatics, conversational skills and critical thinking) when observing a child;
- ability to choose and utilize conversations, stories, songs, books, e-books and multi-literacy materials, in a culturally sensitive and age appropriate manner, to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge of the integrative development of early listening, communication, language and emergent literacy skills in young children to select, prepare and produce age appropriate materials to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge on the development of the components of emergent literacy to demonstrate the ability prepare and produce interactive, reciprocal and play-based activities to develop critical thinking, conversational, reading and writing skills necessary for future academic success with young children; and
- ability to assess own reading style and change or adapt to support optimal learning opportunities to young children.

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *ŉ begrip van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) om kritiese denke, gespreks-, lees- en skryfvaardighede te bereik wat nodig is vir toekomstige akademiese sukses;*
- *kennis te toon van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) en vroeë tekens van ontwikkelingsagterstand te herken;*
- *vermoë om verslag te doen oor die ontwikkeling van die komponente van ontluikende geletterdheid (luistervaardighede, fonologiese bewustheid, woordeskat, gedrukte kennis, storiebegrip, pragmatiek, gespreksvaardighede en kritiese denke) wanneer ŉ kind waargeneem word;*
- *vermoë om gesprekke, stories, liedjies, boeke, e-boeke en multigeletterdheidsmateriaal op ŉ kultureel sensitiewe en ouderdomsgepaste wyse te kies en te gebruik om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders oor te sit om ouderdomsgepaste materiaal te kies, voor te berei en te produseer om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis oor die ontwikkeling van die komponente van ontluikende geletterdheid oor te sit om die vermoë te demonstreer om interaktiewe, wederkerige en speelgebaseerde aktiwiteite voor te berei en te produseer om kritiese denke, gespreks-, lees- en skryfvaardighede wat nodig is vir toekomstige akademiese sukses by jong kinders te ontwikkel; en*
- *vermoë om eie leesstyl te assesseer en te verander of aan te pas om optimale leergeleenthede by jong kinders te ondersteun.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLE411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Early Communication, Language and Literacy 3 English

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 3 Engels

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

- understanding of the importance of home literacy environments and literacy interaction necessary to support early communication, language and literacy development;
- characterize the cultural, economic, bilingual and multi-lingual factors related to the development of early communication, language and emergent literacy skills of a child after observation;
- translate knowledge of adult reading styles and child engagement styles into the ability to assess and inform best practice in early communication, language and emergent literacy interactions;

- translate knowledge on the effect of screen time and technology on the brain development of a young child into age appropriate, play-based activities for parents to optimize listening, play, critical thinking, conversational and social-interactional skills development at home; and
- translate knowledge of parent coaching principles into informational activities for parents on early communication, language and emergent literacy development.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n begrip van die belangrikheid van tuisgeletterdheidsomgewings en geletterdheidsinteraksie wat nodig is om vroeë kommunikasie-, taal- en geletterdheidsontwikkeling te ondersteun;*
- *die kulturele, ekonomiese, tweetalige en veeltalige faktore in verband met die ontwikkeling van vroeë kommunikasie-, taal- en ontluikende geletterdheidsvaardighede van 'n kind ná waarneming te beskryf;*
- *kennis van volwasse leesstyle en kinderbetrokkenheidstyle oor te sit in die vermoë om beste praktyk in vroeë kommunikasie-, taal- en ontluikende geletterdheidsinteraksies te assesseer en in te lig;*
- *kennis oor die effek van skermtyd en tegnologie op die breinontwikkeling van 'n jong kind oor te sit in ouderdomsgeskikte, speelgebaseerde aktiwiteite vir ouers om luister, speel, kritiese denke, gespreks- en sosiaal interaktiewe vaardigheidsontwikkeling tuis te optimaliseer; en*
- *kennis van ouerafrigting-beginsels oor te sit in inligtingsaktiwiteite vir ouers oor vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLO211	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Early Communication, Language and Literacy 1 Sesotho

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 1 Sesotho

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

- knowledge of concepts and principles of early communication, language and emergent literacy development in very young children;
- knowledge of the expected normal milestones of communication, language and emergent literacy in children 0-3 years old and the ability to describe the expected milestones when observing a very young child;
- describe the importance of relationships and reciprocal interaction in the development of communication, language and emergent literacy and socio- emotional health;
- translate knowledge of early communication, language and emergent literacy development into planning a culture sensitive and supportive learning environment for very young children;
- translate knowledge of early relationship, communication, language and emergent literacy development into designing play-based routines, activities and learning opportunities;
- ability to create a supportive learning environment and effectively apply play-based routines, activities and learning opportunities;
- ability to detect signs of early developmental delay by observation of a very young child;- and
- reflect on the reciprocal interactions during effective play-based routines, activities and learning opportunities.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis van konsepte en beginsels van vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling by baie jong kinders;*
- *kennis van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheid by kinders 0–3 jaar oud en die vermoë om die verwagte mylpale te beskryf wanneer 'n baie jong kind waargeneem word;*
- *die belangrikheid van verhoudings en wederkerige interaksie in die ontwikkeling van kommunikasie, taal en ontluikende geletterdheid en sosio-emosionele gesondheid te beskryf;*
- *kennis van vroeë kommunikasie, taal en ontluikende geletterdheidsontwikkeling oor te sit in die beplanning van 'n kultuursensitiewe en ondersteunende leeromgewing vir baie jong kinders;*
- *kennis van vroeë verhoudings-, kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling oor te sit in die ontwerp van speelgebaseerde roetines, aktiwiteite en leergeleenthede;*
- *vermoë om 'n ondersteunende leeromgewing te skep en speelgebaseerde roetines, aktiwiteite en leergeleenthede effektief toe te pas;*
- *vermoë om tekens van vroeë ontwikkelingsagterstand deur waarneming van 'n baie jong kind vas te stel; en*
- *te besin oor die wederkerige interaksies tydens effektiewe speelgebaseerde roetines, aktiwiteite en leergeleenthede.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLO311	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Early Communication, Language and Literacy 2 Sesotho

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 2 Sesotho

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

- understanding of the integrative development of early listening, communication, language and emergent literacy skills in young children (3-5 years) to achieve critical thinking, conversational, reading and writing skills necessary for future academic success;
- show knowledge of the expected normal milestones of communication, language and emergent literacy skills in young children (3-5 years) and recognize early signs of developmental delay;
- ability to report on the development of the components of emergent literacy (Listening skills, phonological awareness, vocabulary, print knowledge, story comprehension, pragmatics, conversational skills and critical thinking) when observing a child;
- ability to choose and utilize conversations, stories, songs, books, e-books and multi-literacy materials, in a culturally sensitive and age appropriate manner, to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge of the integrative development of early listening, communication, language and emergent literacy skills in young children to select, prepare and produce age appropriate materials to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge on the development of the components of emergent literacy to demonstrate the ability prepare and produce interactive, reciprocal and play-based activities to develop critical thinking, conversational, reading and writing skills necessary for future academic success with young children; and
- ability to assess own reading style and change or adapt to support optimal learning opportunities to young children.

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n begrip van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) om kritiese denke, gespreks-, lees- en skryfvaardighede te bereik wat nodig is vir toekomstige akademiese sukses;*
- *kennis te toon van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) en vroeë tekens van ontwikkelingsagterstand te herken;*
- *vermoë om verslag te doen oor die ontwikkeling van die komponente van ontluikende geletterdheid (luistervaardighede, fonologiese bewustheid, woordeskat, gedrukte kennis, storiebegrip, pragmatiek, gespreksvaardighede en kritiese denke) wanneer 'n kind waargeneem word;*
- *vermoë om gesprekke, stories, liedjies, boeke, e-boeke en multigeletterdheidsmateriaal op 'n kultureel sensitiewe en ouderdomsgepaste wyse te kies en te gebruik om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders oor te sit om ouderdomsgepaste materiaal te kies, voor te berei en te produseer om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis oor die ontwikkeling van die komponente van ontluikende geletterdheid oor te sit om die vermoë te demonstreer om interaktiewe, wederkerige en speelgebaseerde aktiwiteite voor te berei en te produseer om kritiese denke, gespreks-, lees- en skryfvaardighede wat nodig is vir toekomstige akademiese sukses by jong kinders te ontwikkel; en*
- *vermoë om eie leesstyl te assesseer en te verander of aan te pas om optimale leergeleenthede by jong kinders te ondersteun.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLO411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Early Communication, Language and Literacy 3 Sesotho

Titel: Vroë Kommunikasie, Taal en Geletterdheid 3 Sesotho

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

- understanding of the importance of home literacy environments and literacy interaction necessary to support early communication, language and literacy development;
- characterize the cultural, economic, bilingual and multi-lingual factors related to the development of early communication, language and emergent literacy skills of a child after observation;
- translate knowledge of adult reading styles and child engagement styles into the ability to assess and inform best practice in early communication, language and emergent literacy interactions;
- translate knowledge on the effect of screen time and technology on the brain development of a young child into age appropriate, play-based activities for parents to optimize listening, play, critical thinking, conversational and social-interactional skills development at home; and
- translate knowledge of parent coaching principles into informational activities for parents on early communication, language and emergent literacy development.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- ʼn begrip van die belangrikheid van tuisgeletterdheidsomgewings en geletterdheidsinteraksie wat nodig is om vroeë kommunikasie-, taal- en geletterdheidsontwikkeling te ondersteun;
- die kulturele, ekonomiese, tweetalige en veeltalige faktore in verband met die ontwikkeling van vroeë kommunikasie-, taal- en ontluikende geletterdheidsvaardighede van ʼn kind ná waarneming te beskryf;
- kennis van volwasse leesstyle en kinderbetrokkenheidstyle oor te sit in die vermoë om beste praktyk in vroeë kommunikasie-, taal- en ontluikende geletterdheidsinteraksies te assesseer en in te lig;
- kennis oor die effek van skermtyd en tegnologie op die breinontwikkeling van ʼn jong kind oor te sit in ouderdomsgeskikte, speelgebaseerde aktiwiteite vir ouers om luister, speel, kritiese denke, gespreks- en sosiaal interaktiewe vaardigheidsontwikkeling tuis te optimaliseer; en
- kennis van ouerafrigting-beginsels oor te sit in inligtingsaktiwiteite vir ouers oor vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling.

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLS211	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Early Communication, Language and Literacy 1 Setswana

Titel: Vroë Kommunikasie, Taal en Geletterdheid 1 Setswana

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

- knowledge of concepts and principles of early communication, language and emergent literacy development in very young children;
- knowledge of the expected normal milestones of communication, language and emergent literacy in children 0-3 years old and the ability to describe the expected milestones when observing a very young child;
- describe the importance of relationships and reciprocal interaction in the development of communication, language and emergent literacy and socio- emotional health;
- translate knowledge of early communication, language and emergent literacy development into planning a culture sensitive and supportive learning environment for very young children;
- translate knowledge of early relationship, communication, language and emergent literacy development into designing play-based routines, activities and learning opportunities;
- ability to create a supportive learning environment and effectively apply play-based routines, activities and learning opportunities;
- ability to detect signs of early developmental delay by observation of a very young child;- and
- reflect on the reciprocal interactions during effective play-based routines, activities and learning opportunities.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis van konsepte en beginsels van vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling by baie jong kinders;*
- *kennis van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheid by kinders 0–3 jaar oud en die vermoë om die verwagte mylpale te beskryf wanneer ʼn baie jong kind waargeneem word;*
- *die belangrikheid van verhoudings en wederkerige interaksie in die ontwikkeling van kommunikasie, taal en ontluikende geletterdheid en sosio-emosionele gesondheid te beskryf;*
- *kennis van vroeë kommunikasie, taal en ontluikende geletterdheidsontwikkeling oor te sit in die beplanning van ʼn kultuursensitiewe en ondersteunende leeromgewing vir baie jong kinders;*
- *kennis van vroeë verhoudings-, kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling oor te sit in die ontwerp van speelgebaseerde roetines, aktiwiteite en leergeleenthede;*
- *vermoë om ʼn ondersteunende leeromgewing te skep en speelgebaseerde roetines, aktiwiteite en leergeleenthede effektief toe te pas;*
- *vermoë om tekens van vroeë ontwikkelingsagterstand deur waarneming van ʼn baie jong kind vas te stel; en*
- *te besin oor die wederkerige interaksies tydens effektiewe speelgebaseerde roetines, aktiwiteite en leergeleenthede.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLS311	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Early Communication, Language and Literacy 2 Setswana

Titel: Vroë Kommunikasie, Taal en Geletterdheid 2 Setswana

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

- understanding of the integrative development of early listening, communication, language and emergent literacy skills in young children (3-5 years) to achieve critical thinking, conversational, reading and writing skills necessary for future academic success;
- show knowledge of the expected normal milestones of communication, language and emergent literacy skills in young children (3-5 years) and recognize early signs of developmental delay;
- ability to report on the development of the components of emergent literacy (Listening skills, phonological awareness, vocabulary, print knowledge, story comprehension, pragmatics, conversational skills and critical thinking) when observing a child;
- ability to choose and utilize conversations, stories, songs, books, e-books and multi-literacy materials, in a culturally sensitive and age appropriate manner, to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge of the integrative development of early listening, communication, language and emergent literacy skills in young children to select, prepare and produce age appropriate materials to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge on the development of the components of emergent literacy to demonstrate the ability prepare and produce interactive, reciprocal and play-based activities to develop critical thinking, conversational, reading and writing skills necessary for future academic success with young children; and
- ability to assess own reading style and change or adapt to support optimal learning opportunities to young children.

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *ʼn begrip van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) om kritiese denke, gespreks-, lees- en skryfvaardighede te bereik wat nodig is vir toekomstige akademiese sukses;*
- *kennis te toon van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) en vroeë tekens van ontwikkelingsagterstand te herken;*
- *vermoë om verslag te doen oor die ontwikkeling van die komponente van ontluikende geletterdheid (luistervaardighede, fonologiese bewustheid, woordeskat, gedrukte kennis, storiebegrip, pragmatiek, gespreksvaardighede en kritiese denke) wanneer ʼn kind waargeneem word;*
- *vermoë om gesprekke, stories, liedjies, boeke, e-boeke en multigeletterdheidsmateriaal op ʼn kultureel sensitiewe en ouderdomsgepaste wyse te kies en te gebruik om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*

- *kennis van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders oor te sit om ouderdomsgepaste materiaal te kies, voor te berei en te produseer om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis oor die ontwikkeling van die komponente van ontluikende geletterdheid oor te sit om die vermoë te demonstreer om interaktiewe, wederkerige en speelgebaseerde aktiwiteite voor te berei en te produseer om kritiese denke, gespreks-, lees- en skryfvaardighede wat nodig is vir toekomstige akademiese sukses by jong kinders te ontwikkel; en*
- *vermoë om eie leesstyl te assesseer en te verander of aan te pas om optimale leergeleenthede by jong kinders te ondersteun.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLS411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Early Communication, Language and Literacy 3 Setswana

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 3 Setswana

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

- understanding of the importance of home literacy environments and literacy interaction necessary to support early communication, language and literacy development;
- characterize the cultural, economic, bilingual and multi-lingual factors related to the development of early communication, language and emergent literacy skills of a child after observation;
- translate knowledge of adult reading styles and child engagement styles into the ability to assess and inform best practice in early communication, language and emergent literacy interactions;
- translate knowledge on the effect of screen time and technology on the brain development of a young child into age appropriate, play-based activities for parents to optimize listening, play, critical thinking, conversational and social-interactional skills development at home; and
- translate knowledge of parent coaching principles into informational activities for parents on early communication, language and emergent literacy development.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- 'n begrip van die belangrikheid van tuisgeletterdheidsomgewings en geletterdheidsinteraksie wat nodig is om vroeë kommunikasie-, taal- en geletterdheidsontwikkeling te ondersteun;
- die kulturele, ekonomiese, tweetalige en veeltalige faktore in verband met die ontwikkeling van vroeë kommunikasie-, taal- en ontluikende geletterdheidsvaardighede van 'n kind ná waarneming te beskryf;
- kennis van volwasse leesstyle en kinderbetrokkenheidstyle oor te sit in die vermoë om beste praktyk in vroeë kommunikasie-, taal- en ontluikende geletterdheidsinteraksies te assesseer en in te lig;
- kennis oor die effek van skermtyd en tegnologie op die breinontwikkeling van 'n jong kind oor te sit in ouderdomsgeskikte, speelgebaseerde aktiwiteite vir ouers om luister, speel, kritiese denke, gespreks- en sosiaal interaktiewe vaardigheidsontwikkeling tuis te optimaliseer; en
- kennis van ouerafrigting-beginsels oor te sit in inligtingsaktiwiteite vir ouers oor vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling.

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLX211	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Early Communication, Language and Literacy 1 isiXhosa

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 1 isiXhosa

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

- knowledge of concepts and principles of early communication, language and emergent literacy development in very young children;
- knowledge of the expected normal milestones of communication, language and emergent literacy in children 0-3 years old and the ability to describe the expected milestones when observing a very young child;
- describe the importance of relationships and reciprocal interaction in the development of communication, language and emergent literacy and socio- emotional health;
- translate knowledge of early communication, language and emergent literacy development into planning a culture sensitive and supportive learning environment for very young children;
- translate knowledge of early relationship, communication, language and emergent literacy development into designing play-based routines, activities and learning opportunities;
- ability to create a supportive learning environment and effectively apply play-based routines, activities and learning opportunities;
- ability to detect signs of early developmental delay by observation of a very young child;- and
- reflect on the reciprocal interactions during effective play-based routines, activities and learning opportunities.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis van konsepte en beginsels van vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling by baie jong kinders;*
- *kennis van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheid by kinders 0–3 jaar oud en die vermoë om die verwagte mylpale te beskryf wanneer 'n baie jong kind waargeneem word;*
- *die belangrikheid van verhoudings en wederkerige interaksie in die ontwikkeling van kommunikasie, taal en ontluikende geletterdheid en sosio-emosionele gesondheid te beskryf;*
- *kennis van vroeë kommunikasie, taal en ontluikende geletterdheidsontwikkeling oor te sit in die beplanning van 'n kultuursensitiewe en ondersteunende leeromgewing vir baie jong kinders;*
- *kennis van vroeë verhoudings-, kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling oor te sit in die ontwerp van speelgebaseerde roetines, aktiwiteite en leergeleenthede;*
- *vermoë om 'n ondersteunende leeromgewing te skep en speelgebaseerde roetines, aktiwiteite en leergeleenthede effektief toe te pas;*
- *vermoë om tekens van vroeë ontwikkelingsagterstand deur waarneming van 'n baie jong kind vas te stel; en*
- *te besin oor die wederkerige interaksies tydens effektiewe speelgebaseerde roetines, aktiwiteite en leergeleenthede.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLX311	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Early Communication, Language and Literacy 2 isiXhosa

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 2 isiXhosa

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

- understanding of the integrative development of early listening, communication, language and emergent literacy skills in young children (3-5 years) to achieve critical thinking, conversational, reading and writing skills necessary for future academic success;
- show knowledge of the expected normal milestones of communication, language and emergent literacy skills in young children (3-5 years) and recognize early signs of developmental delay;
- ability to report on the development of the components of emergent literacy (Listening skills, phonological awareness, vocabulary, print knowledge, story comprehension, pragmatics, conversational skills and critical thinking) when observing a child;
- ability to choose and utilize conversations, stories, songs, books, e-books and multi-literacy materials, in a culturally sensitive and age appropriate manner, to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge of the integrative development of early listening, communication, language and emergent literacy skills in young children to select, prepare and produce age appropriate materials to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge on the development of the components of emergent literacy to demonstrate the ability prepare and produce interactive, reciprocal and play-based activities to develop critical thinking, conversational, reading and writing skills necessary for future academic success with young children; and

- ability to assess own reading style and change or adapt to support optimal learning opportunities to young children.

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n begrip van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) om kritiese denke, gespreks-, lees- en skryfvaardighede te bereik wat nodig is vir toekomstige akademiese sukses;*
- *kennis te toon van die verwagte normale mylpale van kommunikasie, taal en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) en vroeë tekens van ontwikkelingsagterstand te herken;*
- *vermoë om verslag te doen oor die ontwikkeling van die komponente van ontluikende geletterdheid (luistervaardighede, fonologiese bewustheid, woordeskat, gedrukte kennis, storiebegrip, pragmatiek, gespreksvaardighede en kritiese denke) wanneer 'n kind waargeneem word;*
- *vermoë om gesprekke, stories, liedjies, boeke, e-boeke en multigeletterdheidsmateriaal op 'n kultureel sensitiewe en ouderdomsgepaste wyse te kies en te gebruik om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis van die integrerende ontwikkeling van vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders oor te sit om ouderdomsgepaste materiaal te kies, voor te berei en te produseer om vroeë luister-, kommunikasie-, taal- en ontluikende geletterdheidsvaardighede by jong kinders (3–5 jaar) te ontwikkel;*
- *kennis oor die ontwikkeling van die komponente van ontluikende geletterdheid oor te sit om die vermoë te demonstreer om interaktiewe, wederkerige en speelgebaseerde aktiwiteite voor te berei en te produseer om kritiese denke, gespreks-, lees- en skryfvaardighede wat nodig is vir toekomstige akademiese sukses by jong kinders te ontwikkel; en*
- *vermoë om eie leesstyl te assesseer en te verander of aan te pas om optimale leergeleenthede by jong kinders te ondersteun.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECLX411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Early Communication, Language and Literacy 3 isiXhosa

Titel: Vroeë Kommunikasie, Taal en Geletterdheid 3 isiXhosa

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

- understanding of the importance of home literacy environments and literacy interaction necessary to support early communication, language and literacy development;
- characterize the cultural, economic, bilingual and multi-lingual factors related to the development of early communication, language and emergent literacy skills of a child after observation;
- translate knowledge of adult reading styles and child engagement styles into the ability to assess and inform best practice in early communication, language and emergent literacy interactions;
- translate knowledge on the effect of screen time and technology on the brain development of a young child into age appropriate, play-based activities for parents to optimize listening, play, critical thinking, conversational and social-interactional skills development at home; and
- translate knowledge of parent coaching principles into informational activities for parents on early communication, language and emergent literacy development.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n begrip van die belangrikheid van tuisgeletterdheidsomgewings en geletterdheidsinteraksie wat nodig is om vroeë kommunikasie-, taal- en geletterdheidsontwikkeling te ondersteun;*
- *die kulturele, ekonomiese, tweetalige en veeltalige faktore in verband met die ontwikkeling van vroeë kommunikasie-, taal- en ontluikende geletterdheidsvaardighede van 'n kind ná waarneming te beskryf;*
- *kennis van volwasse leesstyle en kinderbetrokkenheidstyle oor te sit in die vermoë om beste praktyk in vroeë kommunikasie-, taal- en ontluikende geletterdheidsinteraksies te assesseer en in te lig;*
- *kennis oor die effek van skermtyd en tegnologie op die breinontwikkeling van 'n jong kind oor te sit in ouderdomsgeskikte, speelgebaseerde aktiwiteite vir ouers om luister, speel, kritiese denke, gespreks- en sosiaal interaktiewe vaardigheidsontwikkeling tuis te optimaliseer; en*
- *kennis van ouerafrigting-beginsels oor te sit in inligtingsaktiwiteite vir ouers oor vroeë kommunikasie-, taal- en ontluikende geletterdheidsontwikkeling.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **ECNG121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Economic Management Sciences for Education: Economics in the Senior Phase

Titel: Ekonomiese Bestuurswetenskappe vir Onderwys: Ekonomie in die Seniorfase

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

- knowledge and informed understanding of
  - the history of money; needs and wants; goods and services; poverty; and the production process, and
  - the key terms, concepts, established principles and theories with reference to the Government; the National Budget; standard of living; and markets;
- ability to select, plan, implement and manage information about economic systems; the circular flow; price theory; and trade unions;
- basic research skills such as gathering and verifying information from various sources;
- the ability to communicate economic information coherently and reliably, verbally or in writing, via different technologies and media;
- the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete economic assignments; and
- monitor their own learning progress, implement relevant learning strategies to combine their theoretical economic knowledge into practical application and be able to represent it to the learners in their EMS classrooms.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Kennis en grondige begrip aangaande*
  - *die geskiedenis van geldstelsels, behoeftes en wense, goedere en dienste, armoede en die produksieproses, en*
  - *die sleutelbegrippe, konsepte, gevestigde beginsels en teorieë, met verwysing na die Owerhede; die Nasionale Begroting; lewenstandaarde; en markte;*
- *die vermoë om inligting aangaande ekonomiese stelsels; geldvloei; die prysteorie; en vakbonde te kan selekteer, beplan, implementeer en bestuur;*
- *basiese navorsingsvaardighede, soos die insameling en verifiëring van inligting vanuit verskeie bronne;*
- *die vermoë om ekonomiese inligting samehangend en betroubaar, mondelings of skriftelik, via verskillende tegnologieë en media te kan kommunikeer;*
- *die vermoë om individueel of as deel van 'n groep binne sy/haar sosiale konteks te kan funksioneer en om toepaslike bydraes te kan lewer, ten einde ekonomiese opdragte suksesvol te kan voltooi; en*
- *om sy/haar eie leerproses te kan monitor, toepaslike leerstrategieë te kan implementeer, sy/haar teoretiese en ekonomiese kennis by praktiese toepassing te kan integreer, en om in staat te kan wees om dit vir die leerders in sy/haar EBW-klaskamer te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: ECOA311	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Conversational Language Proficiency Afrikaans

Titel: Afrikaans: Basiese Gesprekskommunikasie

:On completion of this module, the student should demonstrate:

- cognitive academic language proficiency in an African language of speaking, reading, writing and listening in order to communicate across the curriculum;

- the ability to use language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way in a conversational language;
- an enriched personal language profile by acquiring functional knowledge of appropriate words and phrases in an African language;
- the ability to identify and distinguish different communicative skills and strategies underpinning spoken communication required within an education context;
- the ability to understand and distinguish the three contexts—communicative, situational, and sociocultural—in which communication and literacy develop;
- the ability to facilitating playroom management in a conversational language;
- the ability to use conversational language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kognitiewe akademiese taalvaardigheid in 'n Afrikataal – praat, lees, skryf en luister ten einde oor die kurrikulum heen te kommunikeer;*
- *die vermoë om taal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde manier in 'n gesprekstaal uit te voer;*
- *'n verrykte persoonlike taalprofiel deur funksionele kennis van toepaslike woorde en frases in 'n Afrikataal te bekom;*
- *die vermoë om verskillende kommunikatiewe vaardighede en strategieë te identifiseer en te onderskei wat gesproke kommunikasie binne 'n onderwyskonteks onderlê;*
- *die vermoë om die drie kontekste – kommunikatiewe, situasionele en sosiokulturele – waarin kommunikasie en geletterdheid ontwikkel, te verstaan en te onderskei;*
- *die vermoë om speelkamerbestuur in 'n gesprekstaal te fasiliteer;*
- *die vermoë om gesprekstaal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde wyse uit te voer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **ECOE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Economics for Education: Introduction to Economics (Part 1)

Titel: Ekonomie vir Onderwys: Inleiding tot Ekonomie (Deel 1)

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

- an informed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents, the concept of economics and the economic problem;
- an informed understanding of the mutual interdependence between the important sectors, markets and flows in a mixed economy as well as economic theory and practise and the reading and interpretation of graphs;
- ability to collect, organise, analyse and evaluate information and relevant learning support material from various sources;
- ability to creatively prepare relevant teaching material and presenting information accurately and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and according to ethical established values, instruct and evaluate future EMS-learners in the senior phase;
- ability to communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group; and
- ability to creatively solve fundamental problems with regard to the module content and Economics-methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande belangrike begrippe, beginsels, reëls en teorieë, met verwysing na die Nasionale Kurrikulumverklaring en ander verwante opvoedkundige beleidsdokumente, ekonomiese konsepte en probleme;*
- *grondige begrip aangaande die onderlinge interafhanklikheid tussen die belangrike sektore, markte en geldvloei binne 'n gemengde ekonomie, asook ekonomiese teorie en praktyk en die lees en interpretasie van grafieke;*
- *vermoë om inligting en toepaslike leerondersteuningsmateriaal vanuit verskeie bronne te kan insamel, organiseer, analiseer en evalueer;*
- *vermoë om toepaslike onderrigmateriaal skeppend te kan voorberei en inligting akkuraat en betroubaar te kan aanbied, ten einde in die toekoms die kennis en vaardighede wat in hierdie module bemeester is, doeltreffend te kan gebruik, en om volgens eties-gevestigde waardes toekomstige EBW-leerders in die Senior Fase te kan onderrig en evalueer;*
- *vermoë om mondelings of skriftelik, deur middel van verskillende tegnologieë en media, te kan kommunikeer en om opdragte met betrekking tot die voorgeskrewe leerinhoud individueel of as deel van 'n groep doeltreffend te kan uitvoer; en*
- *fundamentele probleme met betrekking tot die module-inhoud en Ekonomiemetodologie skeppend te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Economics for Education: Introduction to Economics (Part 2)

Titel: Ekonomie vir Onderwys: Inleiding tot Ekonomie (Deel 2)

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

- detailed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents;
- the ability to measure economic performance and national income and an understanding of price formation and elasticity;
- the ability to select, organise, critically analyse, interpret, evaluate and manage information and relevant learning support material from various sources;
- the ability to creatively plan, prepare and evaluate relevant teaching material and present information accurately and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and, according to ethical established values, instruct and evaluate future EMS-learners in the senior phase;
- the ability to communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group; and
- the ability to creatively solve fundamental problems with regard to the module content and Economics-methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande belangrike items, beginsels, reëls en teorieë, met verwysing na die Nasionale Kurrikulum en ander verwante onderwysbeleidsdokumente;*
- *die vermoë om ekonomiese prestasie en nasionale inkomste te kan meet, asook 'n begrip van prysstruktuur en veerkragtigheid;*
- *die vermoë om inligting en toepaslike leerondersteuningsmateriaal vanuit verskeie bronne te kan selekteer, organiseer, krities te analiseer, te kan interpreteer, evalueer en bestuur;*
- *die vermoë om toepaslike onderrigmateriaal skeppend te kan beplan, voorberei en evalueer en om inligting akkuraat en betroubaar te kan aanbied, ten einde in die toekoms die kennis en vaardighede wat in hierdie module bemeester is, doeltreffend te kan gebruik, en om toekomstige EBW-leerders in die Senior Fase te kan onderrig en evalueer;*
- *die vermoë om mondelings of skriftelik, deur middel van verskillende tegnologieë en media te kan kommunikeer, asook om opdragte met betrekking tot die voorgeskrewe leerinhoud of as deel van 'n groep doeltreffend te kan uitvoer; en*
- *die vermoë om Fundamentele probleme met betrekking tot die module-inhoud en Ekonomiemetodologie skeppend te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Economics for Education: Economic-Related Issues Applicable to the RSA

Titel: Ekonomie vir Onderwys: Ekonomies-Verwante Kwessies van Toepassing op die RSA

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

- detailed knowledge of key terms, rules, concepts, established principles and theories with reference to strategic resources in the RSA and have an understanding of and the ability to apply information regarding the South African economy, economic stability and the National Curriculum and other related educational policy documents;
- ability to select, organise, analyse, interpret and evaluate information regarding classroom management and recent economic-related topics such as nationalisation, privatisation, deregulation;
- ability to accurately and coherently communicate written and verbal information regarding other issues applicable to the economy of the RSA and the distinct methodology of Economics in the senior-phase, individually or as part of a group;
- ability to select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to EMS-learners in the senior phase; and
- ability to effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande sleutelbegrippe, reëls, konsepte, gevestigde beginsels en teorieë, met verwysing na strategiese bronne in die RSA, en met inbegrip van die vermoë om inligting aangaande die Suid-Afrikaanse ekonomie, ekonomiese stabiliteit en die Nasionale Kurrikulum, asook ander verwante onderwysbeleidsdokumente te kan toepas;*
- *vermoë om inligting aangaande klaskamerbestuur en onlangse ekonomies-verwante temas, soos nasionalisering, privatisering en deregulering, te kan selekteer, organiseer, analiseer, interpreteer en evalueer;*
- *vermoë om inligting aangaande ander kwessies, soos van toepassing op die ekonomie van die RSA en die spesifieke metodologie van Ekonomie in die Senior Fase, individueel of as deel van ʼn groep, akkuraat en samehangend, skriftelik of mondelings te kan kommunikeer;*
- *vermoë om leerondersteuningsmateriaal met betrekking tot bogenoemde ekonomies-verwante temas te kan selekteer en lesse volgens gevestigde norme en waardes ten opsigte van EWD-leerders in die Senior Fase te kan voorberei, aanbied en evalueer; en*
- *vermoë om opdragte met betrekking tot die voorgeskrewe leerinhoud, individueel of as deel van ʼn groep, doeltreffend te kan uitvoer, asook om probleme binne verwante ekonomiese velde, individueel of as deel van ʼn groep, te kan identifiseer, analiseer en skeppend te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Economics for Education: Introduction to Micro-Economics

Titel: Ekonomie vir Onderwys: Inleiding tot Mikro-Ekonomie

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

- detailed knowledge of key terms, rules, concepts, established principles and theories with reference to demand and supply and an understanding of and the ability to apply information regarding the theory of consumer choice and the National Curriculum and other related educational policy documents;
- ability to select, organise, analyse, interpret and evaluate information regarding classroom administration, classroom organisation and the theory of production and cost;
- ability to accurately and coherently communicate written and verbal information regarding perfect competition in the market and the distinct methodology of Economics in the senior-phase individually or as part of a group;
- ability to select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to your EMS-learners in the senior phase; and
- ability to effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande sleutelbegrippe, reëls, konsepte, gevestigde beginsels en teorieë, met verwysing na aanvraag en verskaffing, met inbegrip van die vermoë om inligting aangaande die teorie van verbruikerskeuse en die Nasionale Kurrikulum, asook ander verwante onderwysbeleidsdokumente te kan toepas;*
- *vermoë om inligting aangaande klaskameradministrasie, klaskamerorganisasie en die teorie van produksie en koste te kan selekteer, organiseer, analiseer, interpreteer en evalueer;*
- *vermoë om skriftelike en mondelinge inligting aangaande volkome wedywering in die mark en die bepaalde metodologie van Ekonomie in die Senior Fase, individueel of as deel van ʼn groep, akkuraat en samehangend te kan kommunikeer;*
- *vermoë om leerondersteuningsmateriaal met betrekking tot bogenoemde ekonomies-verwante temas te kan selekteer en lesse volgens etiesgevestigde norme en waardes ten opsigte van EWD-leerders in die Senior Fase te kan voorberei, aanbied en evalueer; en*
- *vermoë om opdragte met betrekking tot die voorgeskrewe leerinhoud, individueel of as deel van ʼn groep, doeltreffend te kan uitvoer, asook om probleme binne verwante ekonomiese velde te kan identifiseer, analiseer en skeppend te kan oplos met behulp van toepaslike tegnologie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Economics for Education: From Micro- to Macro-Economics

Titel: Ekonomie vir Onderwys: Van Mikro- tot Makro-Ekonomie

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

- detailed knowledge and understanding of and the ability to apply key terms, rules, concepts, principles and theories with reference to imperfect competition in the market and the distinct methodology of Economics in the FET-phase;
- ability to deal with unfamiliar and abstract information in connection with economic- and regional development, urbanisation and the informal sector by making use of theory-driven arguments;
- ability to effectively use IT skills to select, organise, critically analyse, interpret, evaluate and manage information with reference to the labour market, the National Curriculum and other related educational policy documents and various teaching aids;
- detailed knowledge and understanding of labour relations and to communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context;
- ability to use the knowledge and skills that they mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and
- ability to effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande, asook die vermoë om sleutelbegrippe, reëls, konsepte, beginsels en teorieë te kan toepas, met verwysing na gebrekkige wedywering in die mark en die bepaalde metodologie van Ekonomie in die VOO-fase;*
- *vermoë om onbekende en abstrakte inligting in verband met ekonomiese en streeksontwikkeling, verstedeliking en die informele sektor te kan hanteer deur van teorie-gedrewe beredenering gebruik te kan maak;*

- *vermoë om IT-vaardighede doeltreffend te kan gebruik, ten einde inligting, met verwysing na die arbeidsmark, die Nasionale Kurrikulum en ander verwante onderwysbeleidsdokumente, asook verskeie onderrighulpmiddels te kan selekteer, organiseer, krities te kan analiseer, interpreteer, evalueer en bestuur;*
- *oor grondige kennis en begrip van arbeidsverhoudinge te kan beskik en om idees en menings aangaande bogenoemde in 'n goed geformuleerde betoog, individueel of binne groepskonteks, te kan kommunikeer;*
- *vermoë om die kennis en vaardighede wat helle in hierdie module bemeester het, te kan gebruik om skeppende lesplanne te kan beplan, voorberei en evalueer en om dit vir sy/haar Ekonomie-leerders in die VOO-fase volgens eties-gevestigde norme en waardes met behulp van verskeie aktiewe leertegnieke te kan aanbied; en*
- *vermoë om opdragte met betrekking tot die voorgeskrewe leerinhoud, individueel of as deel van 'n groep, doeltreffend te kan uitvoer, asook om ingewikkelde probleme binne verwante ekonomiese velde te kan identifiseer, analiseer en skeppend te kan oplos met behulp van toepaslike tegnologie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Economics for Education: The Monetary and Government Sector

Titel: Ekonomie vir Onderwys: Die Monetêre en Owerheidsektor

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

- illustrating and applying detailed knowledge and understanding of and the ability to apply and evaluate key terms, rules, concepts, principles and theories with reference to the monetary sector and the distinct methodology of Economics in the FET-phase;
- ability to deal with unfamiliar and abstract information in connection with the public sector by making use of theory-driven arguments;
- ability to effectively use IT skills to critically analyse, syntheses, interpret, evaluate and manage information with reference to the budget, the National Curriculum and other related educational policy documents and various teaching aids;
- detailed knowledge and understanding of tax and other related concepts and to communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context;
- ability to use the knowledge and skills mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and
- ability to effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, critically analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande en die vermoë om sleutelbegrippe, reëls, konsepte, beginsels en teorieë te kan toepas en evalueer, met verwysing na die monetêre sektor en spesifieke metodologie van Ekonomie in die VOO-fase;*
- *vermoë om onbekende en abstrakte inligting in verband met die openbare sektor te kan hanteer deur van teorie-gedrewe beredenering gebruik te kan maak;*
- *vermoë om IT-vaardighede te kan gebruik om inligting met verwysing na die begroting, die Nasionale Kurrikulum en ander verwante onderwysbeleidsdokumente, asook verskeie onderrighulpmiddels krities te kan analiseer, sintetiseer, interpreteer, evalueer en bestuur;*
- *grondige kennis en begrip aangaande belasting en ander verwante konsepte te kan demonstreer, asook om idees en menings aangaande bogenoemde met behulp van goed geformuleerde beredenering binne individuele of groepskonteks te kan kommunikeer;*
- *vermoë om die kennis en vaardighede wat in hierdie module bemeester is, te kan gebruik om kreatiewe lesplanne te kan beplan, voorberei en evalueer, asook om dit met behulp van verskeie aktiewe leertegnieke vir sy/haar Ekonomie-leerders in die VOO-fase te kan aanbied, volgens eties-gevestigde norme en waardes; en*
- *vermoë om opdragte met betrekking tot die voorgeskrewe leerinhoud, individueel of as deel van 'n groep, doeltreffend te kan uitvoer, identifiseer, krities te kan analiseer en evalueer, asook om ingewikkelde probleme binne die toepaslike ekonomiese velde skeppend te kan aanspreek met behulp van toepaslike tegnologie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Economics for Education: Macro-Economic Problems (Part 1)

Titel: Ekonomie vir Onderwys: Makro-Ekonomiese Probleme (Deel 1)

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

- illustrating and applying integrated knowledge and understanding of and the ability to apply and evaluate information regarding the economic policy of the state, international economics and the National Curriculum Statement and other related educational policy documents for grades 10-12;
- an informed and critical understanding of economic integration and co-operation and the principles and theories with regard to classroom management in the economics classroom;
- ability to conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to productivity, and record-keeping;
- ability to effectively and professionally present academic information and creatively address complex problems with regard to poverty and income determination in a simple Keynesian macro-economic model and the assessment of Economics teaching;
- ability to effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills;
- ability to coherently and reliably communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and
- displaying knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande en die vermoë om inligting aangaande die ekonomiese beleid van die staat, internasionale ekonomieë, asook die Nasionale Kurrikulumverklaring en ander verwante onderwysbeleidsdokumente vir grade 10-12, toepas en evalueer;*
- *ingeligte en kritiese begrip aangaande ekonomiese integrasie en samewerking, asook die beginsels en teorieë aangaande klaskamerbestuur binne die ekonomie-klaskamer;*
- *vermoë om kritiese analises, sinteses en evaluerings van kwantitatiewe en kwalitatiewe inligting aangaande produktiwiteit en rekordhouding uitvoer;*
- *vermoë om akademiese inligting doeltreffend en professioneel aan te bied, en om ingewikkelde probleme aangaande armoede en inkomstebepaling met behulp van 'n eenvoudige Keynesiese makro-ekonomiese model en die assessering van Ekonomie-onderrig, skeppend te kan aanspreek;*
- *vermoë om Ekonomie-lesse doeltreffend en professioneel te beplan, voorberei, aanbied en evalueer deur IT-vaardighede te gebruik;*
- *vermoë om idees en menings aangaande bogenoemde binne individuele of groepskonteks, samehangend en betroubaar te kommunikeer, deur die kennis en vaardighede wat in hierdie module bemeester is, doeltreffend te gebruik om die vak, Ekonomie, vir graad 10-12 leerders te kan aanbied; en*
- *kundige en kritiese oordeel by die keuse en gebruik van verskillende onderrigstrategieë en leertegnieke, asook om norme en waardes, soos deur die Departement van Onderwys voorgeskryf, ten einde gesamentlike leerprosesse as 'n professionele onderwyser te kan fasiliteer, te kan implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ECOE422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Economics for Education: Macro-Economic Problems (Part 2)

Titel: Ekonomie vir Onderwys: Makro-Ekonomiese Probleme (Deel 2)

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

- illustrating and applying integrated knowledge and understanding of and the ability to apply and evaluate information regarding inflation, the measurement of inflation and the National Curriculum Statement and other related educational policy documents for grades 10-12;
- an informed and critical understanding of unemployment and the principles and theories with regard to classroom management in the economics classroom;
- ability to conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to economic growth and development and record-keeping;
- ability to effectively and professionally present academic information and creatively address complex problems with regard to tourism, the economy and the assessment of Economics teaching;
- ability to effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills;
- ability to coherently and reliably communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and
- displaying knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande en die vermoë om inligting aangaande inflasie, die meting van inflasie, asook die Nasionale Kurrikulumverklaring en ander verwante onderwysbeleidsdokumente vir grade 10-12, toepas en evalueer;*
- *ingeligte en kritiese begrip van werkloosheid, asook die beginsels en teorieë aangaande klaskamerbestuur binne die ekonomie-klaskamer;*
- *vermoë om kritiese analises, sinteses en evaluerings van kwantitatiewe en kwalitatiewe inligting aangaande ekonomiese groei en ontwikkeling, asook rekordhouding te kan uitvoer;*
- *vermoë om akademiese inligting doeltreffend en professioneel aan te bied, en om ingewikkelde probleme aangaande toerisme, die ekonomie en die assessering van Ekonomie-onderrig, skeppend te kan aanspreek;*
- *vermoë om Ekonomie-lesse doeltreffend en professioneel te beplan, voorberei, aanbied en evalueer deur IT-vaardighede te gebruik;*
- *vermoë om idees en menings aangaande bogenoemde in individuele of groepkonteks, samehangend en betroubaar te kommunikeer, deur die kennis en vaardighede wat in hierdie module bemeester is, doeltreffend te gebruik om die vak, Ekonomie, vir graad 10-12 leerders te kan aanbied; en*
- *kundige en kritiese oordeel by die keuse en gebruik van verskillende onderrigstrategieë en leertegnieke, asook om norme en waardes, soos deur die Departement van Onderwys voorgeskryf, ten einde gesamentlike leerprosesse as 'n professionele onderwyser te kan fasiliteer, te kan implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: ECOO311	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Conversational Language Proficiency Sesotho

Titel: Sesotho: Basiese Gesprekskommunikasie

:On completion of this module, the student should demonstrate:

- cognitive academic language proficiency in an African language of speaking, reading, writing and listening in order to communicate across the curriculum;
- the ability to use language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way in a conversational language;
- an enriched personal language profile by acquiring functional knowledge of appropriate words and phrases in an African language;
- the ability to identify and distinguish different communicative skills and strategies underpinning spoken communication required within an education context;
- the ability to understand and distinguish the three contexts—communicative, situational, and sociocultural—in which communication and literacy develop;
- the ability to facilitating playroom management in a conversational language;
- the ability to use conversational language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kognitiewe akademiese taalvaardigheid in 'n Afrikataal – praat, lees, skryf en luister ten einde oor die kurrikulum heen te kommunikeer;*
- *die vermoë om taal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde manier in 'n gesprekstaal uit te voer;*
- *'n verrykte persoonlike taalprofiel deur funksionele kennis van toepaslike woorde en frases in 'n Afrikataal te bekom;*
- *die vermoë om verskillende kommunikatiewe vaardighede en strategieë te identifiseer en te onderskei wat gesproke kommunikasie binne 'n onderwyskonteks onderlê;*
- *die vermoë om die drie kontekste – kommunikatiewe, situasionele en sosiokulturele – waarin kommunikasie en geletterdheid ontwikkel, te verstaan en te onderskei;*
- *die vermoë om speelkamerbestuur in 'n gesprekstaal te fasiliteer;*
- *die vermoë om gesprekstaal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde wyse uit te voer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECOT311	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Conversational Language Proficiency Setswana

Titel: Setswana: Basiese Gesprekskommunikasie

:On completion of this module, the student should demonstrate:

- cognitive academic language proficiency in an African language of speaking, reading, writing and listening in order to communicate across the curriculum;
- the ability to use language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way in a conversational language;
- an enriched personal language profile by acquiring functional knowledge of appropriate words and phrases in an African language;
- the ability to identify and distinguish different communicative skills and strategies underpinning spoken communication required within an education context;
- the ability to understand and distinguish the three contexts—communicative, situational, and sociocultural—in which communication and literacy develop;
- the ability to facilitating playroom management in a conversational language;
- the ability to use conversational language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kognitiewe akademiese taalvaardigheid in 'n Afrikataal – praat, lees, skryf en luister ten einde oor die kurrikulum heen te kommunikeer;*
- *die vermoë om taal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde manier in 'n gesprekstaal uit te voer;*
- *'n verrykte persoonlike taalprofiel deur funksionele kennis van toepaslike woorde en frases in 'n Afrikataal te bekom;*
- *die vermoë om verskillende kommunikatiewe vaardighede en strategieë te identifiseer en te onderskei wat gesproke kommunikasie binne 'n onderwyskonteks onderlê;*
- *die vermoë om die drie kontekste – kommunikatiewe, situasionele en sosiokulturele – waarin kommunikasie en geletterdheid ontwikkel, te verstaan en te onderskei;*
- *die vermoë om speelkamerbestuur in 'n gesprekstaal te fasiliteer;*
- *die vermoë om gesprekstaal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde wyse uit te voer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECOX311	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Conversational Language Proficiency isiXhosa

Titel: isiXhosa: Basiese Gesprekskommunikasie

:On completion of this module, the student should demonstrate:

- cognitive academic language proficiency in an African language of speaking, reading, writing and listening in order to communicate across the curriculum;
- the ability to use language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way in a conversational language;
- an enriched personal language profile by acquiring functional knowledge of appropriate words and phrases in an African language;
- the ability to identify and distinguish different communicative skills and strategies underpinning spoken communication required within an education context;
- the ability to understand and distinguish the three contexts—communicative, situational, and sociocultural—in which communication and literacy develop;
- the ability to facilitating playroom management in a conversational language;
- the ability to use conversational language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kognitiewe akademiese taalvaardigheid in 'n Afrikataal – praat, lees, skryf en luister ten einde oor die kurrikulum heen te kommunikeer;*
- *die vermoë om taal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde manier in 'n gesprekstaal uit te voer;*
- *'n verrykte persoonlike taalprofiel deur funksionele kennis van toepaslike woorde en frases in 'n Afrikataal te bekom;*
- *die vermoë om verskillende kommunikatiewe vaardighede en strategieë te identifiseer en te onderskei wat gesproke kommunikasie binne 'n onderwyskonteks onderlê;*
- *die vermoë om die drie kontekste – kommunikatiewe, situasionele en sosiokulturele – waarin kommunikasie en geletterdheid ontwikkel, te verstaan en te onderskei;*
- *die vermoë om speelkamerbestuur in 'n gesprekstaal te fasiliteer;*
- *die vermoë om gesprekstaal vir interpersoonlike en pedagogiese doeleindes in die speelkamer te gebruik ten einde onderrigaktiwiteite vlot en op 'n selfversekerde wyse uit te voer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ECUR211	Semester 1	NQF-level / *NKR-vlak*: 5/6

Title: Curriculum in the Early Years

Titel: Kurrikulum in die Vroeë Jare

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

NQF Level 5

- basic knowledge and informed understanding of theories, philosophies, principles and definitions of curricula;
- detailed knowledge of the link between curriculum and quality learning in the early years;
- detailed knowledge of theories, philosophies, principles of different types of curricula in the early years;

NQF level 6

- the ability to analyse the South African National Curriculum Framework for holistic development of young children;
- the ability to interpret the ELDAs of the National Curriculum Framework to support integration and holistic development of babies, toddler and young children in context;
- the ability to communicate verbally or in writing and via appropriate technologies and media, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

NKR-vlak 5

- *basiese kennis en 'n ingeligte begrip van teorieë, filosofieë, beginsels en definisies van kurrikulums;*
- *uitvoerige kennis van die verband tussen kurrikulum en gehalte leer in die vroeë jare;*
- *uitvoerige kennis van teorieë, filosofieë, beginsels van verskillende tipes kurrikulums in die vroeë jare;*

NKR-vlak 6

- *die vermoë om die Suid-Afrikaanse Nasionale Kurrikulumraamwerk vir holistiese ontwikkeling van jong kinders te ontleed;*
- *die vermoë om die VLOA's van die Nasionale Kurrikulumraamwerk te interpreteer om integrasie en holistiese ontwikkeling van babas, kleuters en jong kinders in konteks te ondersteun;*
- *die vermoë om mondelings of skriftelik en deur middel van toepaslike tegnologieë en media op 'n akkurate en samehangende wyse te kommunikeer met begrip van kopieregbeginsels en nakoming van die reëls aangaande plagiaat.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EDBR422	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Disabilities and Barriers in the Early Years

Titel: Gestremdhede en Hindernisse in die Vroeë Jare

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

- *integrated knowledge on the main areas of human development: birth to four years;*
- *an ability to identify, evaluate and address the development of the baby, toddler and young child's according to relevant milestones;*
- *integrated knowledge and understanding of parental, natal and postnatal stages;*
- *integrated knowledge and understanding of conditions affecting the neurological functions of the young child;*
- *the ability to identify and evaluate types of inborn variations of development and be able to recognise sensory impairments and infections in the baby, toddler and young child.*

Module-uitkomste: Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *geïntegreerde kennis rakende die hoofareas van menslike ontwikkeling: geboorte tot 4 jaar;*
- *'n vermoë om die ontwikkeling van die baba, kleuter en jong kind volgens relevante mylpale te identifiseer, te evalueer en aan te roer;*
- *geïntegreerde kennis en begrip van prenatale, natale en postnatale stadiums;*
- *geïntegreerde kennis en begrip van toestande wat die neurologiese funksies van die jong kind affekteer;*
- *die vermoë om tipes ingebore variasies van ontwikkeling te identifiseer en te evalueer en in staat te wees om sensoriese inkortings en infeksies by die baba, kleuter en jong kind te herken.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **EDCA111**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Curriclum Studies and Professional Development

Titel: Kurrikulumstudies en Professionele Ontwikkeling

After completion of this module the student will demonstrate:

- demonstrate knowledge and an informed understanding of the concept 'curriculum', different types of curricula and curriculum design;
- demonstrate an awareness of the incentives and socio-historical dimensions that initiates the development in curriculum practices within the South African context;
- demonstrate the ability to identify, distinguish and interpret components of curriculum in the South African national school curriculum;
- understand the impact of constitutional values on education and professional conduct;
- reflect critically on and apply teaching approaches; and
- understand reliable and various ways of assessment.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- kennis en 'n ingeligte begrip van die konsep 'kurrikulum', verskillende tipes kurrikulums en kurrikulumontwerp te demonstreer;
- 'n bewustheid te demonstreer van die aansporings en sosio-historiese dimensies wat die ontwikkeling in kurrikulumpraktyke binne die Suid-Afrikaanse konteks inisieer;
- die vermoë te demonstreer om komponente van kurrikulum in die Suid-Afrikaanse nasionale skoolkurrikulum te identifiseer, te onderskei en te interpreteer;
- die impak van grondwetlike waardes op onderwys en professionele gedrag te verstaan;
- krities na te dink oor en onderrigbenaderings toe te pas; en
- betroubare en verskeie maniere van assessering te verstaan.

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCA321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Educational Psychology: Learning Support /

Titel: Opvoedkundige Sielkunde: Leerondersteuning

After completion of this module the student will demonstrate:

- reflection on values, ethical conduct and justifiable decision-making in the learning support and collaboration process;
- integrated knowledge and informed understanding of as well as analytical skills to identify learners who are gifted as well as learners who experience social and educational as well as psychological and behavioural barriers to learning;
- integrated knowledge and informed understanding as well as application skills with regard to the cyclic learning support process and the collaboration process; and
- integrated knowledge and understanding, as well as analytical skills to develop an individual educational support plan for learners with specific barriers to learning

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *besinning oor waardes, etiese gedrag en verantwoordbare besluitneming tydens die samewerkingsproses en leerondersteuning;*
- *grondige kennis en begrip aangaande, asook analitiese vaardighede, ten einde begaafde leerders, sowel as leerders wat sosiale, opvoedkundige, psigologiese en gedragshindernisse tot leer ervaar, te kan identifiseer;*
- *geïntegreerde kennis en grondige begrip aangaande, sowel as toepassingsvaardighede met betrekking tot die sikliese leerondersteunings- en samewerkingsproses; en*
- *geïntegreerde kennis en begrip aangaande, sowel as analitiese vaardighede, ten einde 'n individuele opvoedkundige ondersteuningsprogram vir leerders met spesifieke hindernisse tot leer te kan ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCA322**[81]	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Learner Support: Profile of a Proficient Learner Support

Titel: Leerderondersteuning: Profiel van 'n Bekwame Leerderondersteuning-Onderwyser

After completion of this module the student will demonstrate:

- detailed knowledge and informed understanding as well as critical thinking and application skills on personal characteristics and soft skills development of the Learner Support teacher
- detailed knowledge and informed understanding as well as critical thinking and application skills on stress and burnout prevention
- detailed knowledge and informed understanding as well as critical thinking and application skills on the roles and responsibilities of the Learner Support teacher and on the Learner Support classroom
- informed understanding as well as critical analysis and evaluation of the Learner Support study field
- informed understanding as well as critical analysis and synthesis on the profile of a proficient Learner Support teacher.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis en ingeligte begrip van, sowel as kritiese denke en toepassingsvaardighede rondom persoonlike eienskappe en sagte vaardigheidsontwikkeling van die leerderondersteuningsonderwyser;*
- *gedetailleerde kennis en ingeligte begrip van, sowel as kritiese denke en toepassingsvaardighede rondom spanning en voorkoming van uitbranding;*
- *gedetailleerde kennis en ingeligte begrip van, sowel as kritiese denke en toepassingsvaardighede rondom die rolle en verantwoordelikhede van dieLeerderondersteuning-onderwyser en die Leerderondersteuning-klaskamer;*
- *ingeligte begrip sowel as kritiese analise en evaluering van die studieveld vir leerderondersteuning; en*
- *ingeligte begrip sowel as kritiese analise en sintese van die profiel van 'n vaardige leerderondersteuning-onderwyser.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCA411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Educational Law

Titel: Onderwysreg

[81] Module EDCA322 replaces module EDCA321 for students registered for LESE-modules. / *Module EDCA323 vervang module EDCA321 vir student wat LESE-modules registreer.*

After completion of this module the student will demonstrate:

- be familiar with legislation as a source of Education Law and being able to act in accordance with relevant legal prescriptions;
- be able to correctly interpret and apply rights as enshrined in the Bill of Rights in the Constitution of the Republic of South Africa, to protect and promote children's rights in schools, to teach learners a positive attitude with regard to their own rights and responsibilities as well as that of others, and to be able to respect the rights of others;
- be familiar with the legal prescriptions for the educators' conduct in terms of the Code of Professional Ethics (of SACE) and be able to act in accordance with its provisions;
- be able to handle learner discipline in accordance with the principles and provisions of Education Law;
- understand and be able to apply the educator's duty of care towards learners and being able to apply aspects of delictual liability in case studies; and
- be familiar with relevant aspects of Labour Law in education.

Na voltooiing van die module sal die student die volgende kan demonstreer:

- *vertroud te wees met wetgewing as 'n bron van Onderwysreg en in staat wees om ooreenkomstig toepaslike wetlike voorskrifte op te tree;*
- *regte soos verskans in die Handves van Regte in die Grondwet van die Republiek van Suid-Afrika korrek te interpreteer en toe te pas, om kinders se regte in skole te beskerm en te bevorder, om leerders 'n positiewe gesindheid te leer ten opsigte van hul eie regte en verantwoordelikhede as sowel as dié van ander, en om die regte van ander te kan respekteer;*
- *vertroud te wees met die wetlike voorskrifte vir die opvoeders se gedrag in terme van die Kode van Professionele Etiek (van SARO) en in staat wees om in ooreenstemming met die bepalings daarvan op te tree;*
- *leerderdissipline te kan hanteer in ooreenstemming met die beginsels en bepalings van Onderwysreg;*
- *die opvoeder se sorgsaamheidsplig teenoor leerders te verstaan en te kan toepas en aspekte van deliktuele aanspreeklikheid in gevallestudies toe te pas; en*
- *vertroud wees met relevante aspekte van Arbeidsreg in die onderwys.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC125**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Historical and Political Context of Education in South Africa

Titel: Historiese en Politieke Konteks van Onderwys in Suid-Afrika

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

- explain the influence of history and politics on the nature of the education system and education provisioning;
- describe the influence of history on education provisioning of education in Africa;
- explain the influence of history on the nature and functioning of the South African education system;
- describe the influence of politics on education provisioning of education in Africa; and
- explain the influence of politics on the nature and functioning of the South African education system.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die invloed van die geskiedenis en politiek op die aard van die onderwysstelsel en -voorsiening te kan verduidelik;*
- *die invloed van die geskiedenis op onderwysvoorsiening in Afrika te kan beskryf;*
- *die invloed van die geskiedenis op die aard en funksionering van die Suid-Afrikaanse onderwysstelsel te kan verduidelik;*
- *die invloed van die politiek op onderwysvoorsiening in Afrika te kan beskryf; en*
- *die invloed van die politiek op die aard en funksionering van die Suid-Afrikaanse onderwysstelsel te kan verduidelik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC214**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Professional Studies: Teaching and Learning Theories and Practices

Titel: Professionele Studies: Onderrig-Leer Teorieë en -Praktyke

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

- detailed knowledge and informed understanding of
  - specific teaching-learning theories of information-processing behaviourism and social constructivist theories as well as the principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;
  - teaching and learning practices within structured and formal education environments;
  - certain ethical and professional standards that influence student performance and management of own learning, such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables;
  - the ability to select, plan, implement and present a theoretical-based learning opportunity in order to apply effective teaching and assessment strategies suitable for a specific learning environment and school phase; and
  - the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant social responsibility themes into lesson planning, assessment strategies and instructional skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande*
  - *spesifieke onderrig-leerteorieë van inligtingsverwerkings-behaviorisme en sosio-konstruktivistiese teorieë, sowel as van die beginsels ten grondslag van onderrig, leer en assesseringsprosesse, prosedures, metodes, strategieë en algemene vaardighede;*
  - *onderrig-leerpraktyke binne die gestruktureerde en formele onderwyskontekste;*
  - *sekere etiese en professionele standaarde wat studenteprestasie en bestuur van eie leer kan beïnvloed, soos voorafkennis, omgewingsveranderlikes, motiveringsveranderlikes, kognitiewe en meta-kognitiewe besinning, gedrags- en taakveranderlikes;*
  - *die vermoë om 'n teoreties-gebaseerde leergeleentheid te kan selekteer, beplan, implementeer en aanbied, ten einde doeltreffende en toepaslike onderrig- en assesseringstrategieë vir 'n spesifieke leerkonteks en skoolfase te kan toepas; en*
  - *die vermoë om individueel of as deel van 'n groep te kan funksioneer, ten einde toepaslike bydraes te kan lewer om relevante sosiale verantwoordelikheidstemas suksesvol by lesbeplanning en onderrigvaardighede te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC215**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Educational Psychology: Introduction to Educational Psychology

Titel: Opvoedkundige Sielkunde: Inleiding tot Opvoedkundige Sielkunde

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

- discipline-specific detailed conceptual as well as theoretical knowledge and informed understanding with regard to educational psychology;

- discipline-specific detailed knowledge and informed understanding of the development of an educational psychological framework for understanding human behaviour, and the implications thereof, in educational contexts;
- detailed knowledge and informed understanding of the international and national movement towards inclusive education as well as the national policies that guide the implementation of inclusive education in South Africa;
- informed understanding of the psychological development of classroom dynamics and group behaviour;
- detailed knowledge and informed understanding of the relationship between health, health promotion and the health promoting school; and
- knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vak-spesifieke, grondige, konseptuele, sowel as teoretiese kennis en grondige begrip aangaande Opvoedkundige Sielkunde;*
- *vak-spesifieke, grondige kennis en begrip aangaande die ontwikkeling van 'n opvoedkundig-sielkundige raamwerk, ten einde menslike gedrag en die implikasies vir opvoedkundige kontekste te kan begryp;*
- *grondige kennis en begrip aangaande die internasionale en nasionale bewegings ten gunste van Inklusiewe Onderwys, sowel as die nasionale beleid wat Inklusiewe Onderwys in Suid-Afrika rig;*
- *grondige begrip aangaande die psigologiese ontwikkeling van klaskamerdinamiek en groepsgedrag;*
- *grondige kennis en begrip aangaande die verwantskap tussen gesondheid, gesondheidsbevordering en die gesondheidsbevorderende skool; en*
- *kennis en 'n bewustheid aangaande, sowel as besinning oor professioneel-etiese optrede teenoor alle leerders en hulle diverse behoeftes.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC224**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Educational Psychology: Human Development

Titel: Opvoedkundige Sielkunde: Menslike Ontwikkeling

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

- detailed knowledge and informed understanding of the developmental stages and domains of development from infancy to early adulthood;
- detailed knowledge and informed understanding regarding prenatal environmental influences and childbirth complications in the development of the child;
- detailed knowledge and informed understanding of the growth dynamics as well as the possible barriers to learning involved in intellectual, physical, psychological, cognitive, and moral development from infancy to early adulthood;
- awareness and informed understanding of vulnerability and relevant risk factors related to negative influences on the development and wellbeing of the child;
- detailed knowledge and informed understanding of as well as analytical skills to identify learners who experience neurological, physical, sensory, intellectual and physical health impairments; and
- knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die ontwikkelingsfases en -domeine vanaf die babastadium tot vroeë volwassenheid;*
- *grondige kennis en begrip aangaande prenatale omgewingsinvloede en geboortekomplikasies op die ontwikkeling van die kind;*
- *grondige kennis en begrip aangaande die groepdinamika sowel as moontlike hindernisse tot leer wat intellektuele, fisieke, psigologiese, kognitiewe en morele ontwikkeling vanaf die babastadium tot vroeë volwassenheid kan beïnvloed;*
- *bewustheid en grondige begrip aangaande kwesbaarheid en relevante risikofaktore wat met negatiewe invloede op die ontwikkeling en welstand van die kind verband hou;*
- *grondige kennis en begrip aangaande, asook analitiese vaardighede, ten einde leerders te kan identifiseer wat neurologiese, fisieke, sensoriese, intellektuele en fisieke gesondheidsprobleme ervaar; en*
- *kennis en begrip aangaande, sowel as besinning oor professioneel-etiese optrede teenoor alle leerders en hulle diverse behoeftes.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC325**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Critical Thinking & Social Justice

Titel: Kritiese Denke en Sosiale Geregtigheid

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

- an integrated knowledge and understanding of, as well as an ability to correctly evaluate diverse theoretical perspectives on social justice and citizenship and to apply concepts of social justice and citizenship in a historical context;
- an understanding of the contested knowledge within the field of Social Justice and critique the knowledge gained in the context of the learner's PGCE /ADT training setting;
- an ability to identify, analyse and plan a response to statement-oriented written questions that require argument and evidence based responses;
- a reflection on all values, ethical conduct and justifiable decision making by critical engagement with the debates on gender, 'race'/ethnicity and citizenship, including critically assessing the concept of social exclusion and its implications for education in South Africa;
- an accurate and coherent written and verbal communication of case studies of societal relevance that are of contextual value regarding social justice; and
- an assumption of full responsibility for his/her own learning needs by independently evaluating an argument's cohesion and to propose counter arguments and/or contrasting approaches, as well as analyse and plan a response to statement-oriented written questions that require argument and evidence based responses.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om diverse teoretiese perspektiewe aangaande sosiale geregtigheid en burgerskap korrek te kan evalueer, asook om sosiale geregtigheidskonsepte en burgerskap binne 'n geskiedkundige konteks te kan toepas;*
- *begrip aangaande aanvegbare kennis binne die veld van Sosiale Geregtigheid, asook om verworwe kennis binne die konteks van die leerder se NGOS/ADE opleidingsomgewing te kan resenseer;*
- *die vermoë om 'n respons op stelling-georiënteerde, skriftelike vrae wat beredenering en bewys-gebaseerde response vereis, te kan identifiseer, analiseer en beplan;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming deur kritiese betrokkenheid by gespreksvoering oor geslag, 'ras'/etnisiteit en burgerskap, met inbegrip van kritiese assessering van die konsep van sosiale uitsluiting en die implikasies daarvan vir Onderwys in Suid-Afrika;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie van gevallestudies van gemeenskaplike relevansie en kontekstuele waarde aangaande sosiale geregtigheid; en*
- *die aanvaarding van volle verantwoordelikheid vir sy/haar eie leerbehoeftes deur onafhanklik 'n redenasie se samehang te kan evalueer en om teenargumente en/of kontrasterende benaderings te kan voorstel, sowel as om 'n respons op stelling-georiënteerde, skriftelike vrae wat beredenering en bewys-gebaseerde response vereis, te kan analiseer en beplan.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC413**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Educational Management and Leadership

Titel: Onderwysbestuur en Leierskap

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

- integrated understanding of the school as organisation and integrated knowledge and informed understanding of the concepts of educational management and educational leadership;
- integrated knowledge and understanding of, as well as the ability to evaluate managerial occurrences by making use of the different management models;
- understanding, interpretation and critical evaluation of contested educational management and leadership issues in a changing national and international context;
- integrated knowledge and understanding of the different managerial tasks and classroom management approaches, and the ability to reflect on their engagement with this in practice;
- understanding of and an ability critically to reflect on concepts and themes related to the management and leadership roles of the teacher within the school and classroom context;
- ability to analyse and reflect on the importance of functioning in a society by developing and maintaining caring, supporting, engaging and empowering environments for social justice;
- ability to reflect upon, to critically evaluate, and to communicate own ideas on the values and ethical conduct of educational leadership;
- ability to apply sound management and leadership principles to school activities outside the classroom; and
- integrated knowledge and understanding of quality education, quality assurance and accountability; and critically evaluate the various management systems on quality assurance and accountability.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde begrip aangaande die skool as organisasie en geïntegreerde kennis en grondige begrip aangaande onderwysbestuurskonsepte en -leierskap;*
- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om bestuursgebeure deur middel van verskillende bestuursmodelle te kan evalueer;*
- *begrip, interpretasie en kritiese evaluering aangaande aanvegbare onderwysbestuurs- en leierskapskwessies binne 'n veranderende nasionale en internasionale konteks;*
- *geïntegreerde kennis en begrip aangaande die verskillende bestuurstake en klaskamerbestuursbenaderings, asook die vermoë om oor sy/haar interaksie binne die praktyk te kan besin;*
- *begrip aangaande en die vermoë om krities te kan besin oor konsepte en temas wat met die bestuur en leierskapsrolle van die onderwyser binne die skool- en klaskamerkonteks verband hou;*
- *die vermoë om te kan besin oor die belangrikheid van funksionering binne 'n gemeenskap deur die ontwikkeling en handhawing van besorgdheid, asook ondersteunende, interaktiewe en bemagtigende kontekste vir sosiale geregtigheid te kan analiseer;*
- *die vermoë om eie idees oor waardes en etiese optrede van onderwysleierskap te kan kommunikeer, daaroor te kan besin en dit te kan evalueer;*
- *die vermoë om kerngesonde bestuurs- en leierskapsbeginsels op skoolaktiwiteite buite die klaskamer te kan toepas; en*
- *geïntegreerde kennis en begrip aangaande gehalte-onderwys, gehalteversekering en verantwoordbaarheid, asook om die verskeie bestuurstelsels oor gehalteversekering en verantwoordbaarheid krities te kan evalueer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDCC423**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Education Systems

Titel: Onderwysstelsels

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

- ability to contribute to quality education provisioning in a diverse community;
- a deep knowledge and understanding of the nature and aims of the South African education system;
- ability to function within this system to the advantage of the South African community and to contribute to the solution of challenges and the promotion of social responsibility;
- ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflexive problem-solving skills within an educational and societal context; and
- ability to draw a comparison between the South African education system and an external education system (capita selecta from developed or developing education systems) with the emphasis on the social responsiveness of that system.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om 'n bydrae tot kwaliteit onderwys binne 'n diverse gemeenskap te kan lewer;*
- *deeglike kennis aangaande die aard en doelstellings van die Suid-Afrikaanse Onderwysstelsel te kan beskik;*
- *vermoë om tot voordeel van die Suid-Afrikaanse gemeenskap doeltreffend binne die onderwysstelsel te kan funksioneer, asook om 'n bydrae tot die oplossings van uitdagings binne die Suid-Afrikaanse onderwysstelsel en die vestiging van sosiaalverantwoordelike landsburgers te kan lewer;*
- *vermoë om eksterne invloede op die onderwysstelsel en die klaskamer te kan assesseer, ten einde kritiese, skeppende en reflektiewe probleemoplossingsvaardighede binne die onderwys en sosiale konteks te kan ontwikkel; en*
- *vermoë om 'n vergelyking tussen die Suid-Afrikaanse onderwysstelsel en 'n eksterne onderwysstelsel (ontwikkelende en ontwikkelde onderwysstelsels) te kan tref, met die klem op die sosiale verantwoordelikheid van sodanige stelsel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDTC112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Educational Media and Technology

Titel: Onderwysmedia en Tegnologie

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

- knowledge of the teaching-learning strategies related to activelearning and sharing of information by means of digitaltechnologies and application software;
- the ability to evaluate, select, create and implement digitaltechnologies to manage the sharing of information and toenhance the effectiveness of the teaching and learningsituation;
- awareness of the use of a coding application to enhanceproblem solving skills;
- the ability to identify, select, create and integrate suitabledigital and non-digital media in order to enhance theeffectiveness of the teaching and learning situation withcomprehension of the place of media within lesson design; and
- the ability to evaluate the use of digital and non-digital materialfor teaching and learning purposes while exploring theenvironment as a rich.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van die onderrig-leerstrategieë wat verband hou metaktiewe leer en deel van inligting deur middel van digitaletegnologieë en toepassingsagteware*
- *die vermoë om digitale tegnologieë te evalueer, te selekteer, teskep en te implementeer om die deel van inligting te bestuur en die effektiwiteit van die onderrig- en leersituasie te verhoog;*
- *bewustheid van die gebruik van programmeringsagteware omprobleemoplossingsvaardighede te bevorder;*
- *die vermoë om geskikte nie-digitale media te identifiseer, teselekteer, te skep en te integreer om die effektiwiteit van dieonderrig- en leersituasie met inbegrip van die plek van mediabinne lesontwerp te bevorder; en*
- *die vermoë om die gebruik van digitale en nie-digitale materiaalvir onderrig- en leerdoeleindes te evalueer terwyl die omgewingas 'n ryke bron van kreatiewe media vir die opvoedkundigekonteks ondersoek word.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EDTM312**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Environmental Management for Sustainability: Introduction to Environmental Management in Schools

Titel: Omgewingsbestuur vir Volhoubaarheid: Inleiding tot Omgewingsbestuur in Skole

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

- demonstrate an integrated knowledge and sound understanding of the different dimensions of the environment;
- identify, analyse and interpret environmental issues and problems and indicate the impact of humans on the environment;
- describe the historical development of Environmental Education;
- demonstrate a thorough knowledge and sound understanding of sustainable development;
- integrate Environmental Education into the presentation of the Curriculum Assessment and Policy statement; and
- demonstrate the ability to apply the knowledge acquired with an ethically responsible attitude towards the environment.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en grondige begrip aangaande die verskillende omgewingsdimensies te kan demonstreer;*
- *omgewingskwessies en -probleme te kan identifiseer, analiseer en interpreteer en menslike impak op die omgewing te kan aandui;*
- *die geskiedkundige ontwikkeling van Omgewingsonderwys te kan beskryf;*
- *deeglike kennis en grondige begrip van volhoubare ontwikkeling te kan demonstreer;*
- *Omgewingsonderwys by die aanbieding van die Kurrikulumassesserings- en Beleidsverklaring te kan integreer; en*
- *die vermoë te kan demonstreer om verworwe kennis met 'n eties-verantwoordelike houding teenoor die omgewing te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: EEPE422	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Early Life Skills: Physical Education

Titel: Vroeë Lewensvaardighede: Liggaamlike Opvoeding

On completion of this module, the student should demonstrate:

- detailed and systematic knowledge of the physical development of babies, toddlers and young children including growth, perceptual-motor development, gross motor development and fine-motor development;
- identify and plan a variety of physical and movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules with regard to the physical and movement development of babies, toddlers and young children;
- identify and solve well-defined but unfamiliar problems by means of scientific and creative motor and movement development activities for specific ages and developmental groups among babies, toddlers and young children;
- address perceptual and gross motor problems and other medical conditions related to movement development for babies, toddlers and young children;
- an ethically responsibility and value-driven attitude with regard to the physical development of babies, toddlers and young children.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige en sistematiese kennis van die fisieke ontwikkeling van babas, kleuters en jong kinders, ingeslote groei, perseptueel-motoriese ontwikkeling, grootmotoriese ontwikkeling en fynmotoriese ontwikkeling;*
- *'n verskeidenheid van fisieke en bewegingsaktiwiteite te identifiseer en te beplan wat die samehangende begrip van konsepte, idees, teorieë, beginsels en reëls met betrekking tot die fisieke en bewegingsontwikkeling van babas, kleuters en jong kinders ondersteun;*
- *goed gedefinieerde, maar onbekende, probleme te identifiseer en op te los deur middel van wetenskaplike en kreatiewe motoriese- en bewegingsontwikkelingsaktiwiteite vir spesifieke ouderdomme en ontwikkelingsgroepe onder babas, kleuters en jong kinders;*
- *perseptuele en grootmotoriese probleme en ander mediese toestande in verband met bewegingsontwikkeling vir babas, kleuters en jong kinders te takel;*
- *'n etiese verantwoordelikheid en waardegedrewe houding betreffende die fisieke ontwikkeling van babas, kleuters en jong kinders.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EFAL221	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English in a Multilingual Environment

Titel: Engels in 'n Meertalige Omgewing

On completion of this module, the student should demonstrate:

- insight and understanding of the basic theories of second language acquisition;
- detailed knowledge, understanding and application of language skills and grammar mechanics;
- the ability to select, evaluate and apply with discernment theoretical knowledge of language skills;
- the ability to recognise and use the most appropriate vocabulary;
- the ability to identify the nature and scope of applicable, effective activity planning and assessment;
- the ability to distinguish and apply learner-centred teaching principles in the playroom.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *insig en begrip van die basiese teorieë van tweedetaalverwerwing;*
- *uitvoerige kennis, begrip en toepassing van taalvaardighede en grammatika;*
- *die vermoë om teoretiese kennis van taalvaardighede te kies, te evalueer en met onderskeid toe te pas;*
- *die vermoë om die geskikste woordeskat te herken en te gebruik;*
- *die vermoë om die aard en omvang van toepaslike, effektiewe aktiwiteitsbeplanning en assessering te identifiseer;*
- *die vermoë om leerdergesentreerde onderrigbeginsels in die speelkamer te onderskei en toe te pas.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **EGDE113**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Engineering Graphics and Design: Sketching and Instrument Drawing – Theory and Skills

Titel: Ingenieursgrafika en Ontwerp: Sketse en Instrumenttekening – Teorie en Vaardighede

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

- knowledge and informed understanding of Engineering Graphics and Design terminology, techniques and codes of practice and ethics and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;
- the ability to analyse, select, and evaluate techniques of freehand sketching and instrument drawing in order to solve a contextual problem with the aid of applicable drawing equipment;
- the ability to select and implement standard geometric construction methods and techniques of projection in order to solve geometric construction or projection problems in a defined environment;
- the ability to communicate two-dimensional drawings graphically with a computer aided drawing program;
- the ability to analyse, select and evaluate information and apply the Technological Design Process; and
- an appreciation for the interrelation between Engineering Graphics and Design and other Engineering orientated subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande Ingenieursgrafika- en Ontwerptegnologie terminologie, tegnieke en praktykkodes en -etiek, en die vermoë om die praktykkodes, metodes, asook vaktegnieke en onderrigteorie met vaardigheid te kan toepas;*
- *die vermoë om vryhandsketse en instrumenttekeninge te kan analiseer, selekteer en evalueer, ten einde 'n kontekstuele probleem met behulp van toepaslike tekentoerusting te kan oplos;*
- *die vermoë om standaard meetkundige konstruksiemetodes en projeksietegnieke te kan selekteer en implementeer, ten einde geometriese konstruksie- of projeksieprobleme binne 'n bepaalde konteks te kan oplos;*
- *die vermoë om twee-dimensionele tekeninge grafies met behulp van 'n rekenaargesteunde program te kan kommunikeer;*
- *die vermoë om inligting te kan analiseer, selekteer en evalueer en om die Tegnologie-ontwerpproses te kan toepas; en*
- *'n waardering vir die interverwantskap tussen Ingenieursgrafika en Ontwerp en ander Ingenieursverwante vakke.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE123**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Engineering Graphics and Design: Projection Methods for Two Dimensional and Three Dimensional Views and Construction of Loci

Titel: Ingenieursgrafika en Ontwerp: Projeksiemetodes vir Twee-Dimensionele en Drie-Dimensionele Aansig en Konstruksie van Lokusse

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

- detailed knowledge and understanding of subject terminology, codes of practice, oblique projection, isometric projection, isometric drawing and constructing loci and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;
- the ability to analyse, to select, and evaluate the projection of solid bodies and sectional views in order to solve a contextual problem with the aid of applicable drawing equipment;
- the ability to distinguish, evaluate and solve routine or new loci problems and to apply solutions based on relevant evidence and procedures appropriate to the subject field discipline or practice;
- the ability to communicate advanced two-dimensional drawings graphically with a computer aided drawing program; and
- an appreciation for the interrelation between Engineering Graphics and Design and other engineering orientated subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande vakterminologie, praktykkodes, hellingskonstruksie, isometriese projeksie, isometriese tekening en konstruksielokusse, en die vermoë om die praktykkodes, metodes, asook vaktegnieke en onderrigteorie met vaardigheid te kan toepas;*
- *die vermoë om die projeksie van vaste voorwerpe en deursnee-uitsigte te kan analiseer, selekteer en evalueer, ten einde 'n kontekstuele probleem met behulp van toepaslike tekentoerusting te kan oplos;*
- *die vermoë om alledaagse en nuwe lokusprobleme te kan onderskei, evalueer en oplos, asook om oplossings op grond van toepaslike bewyse en prosedures, soos van toepassing op die vak/dissiplinegebied of -praktyk, te kan toepas;*
- *die vermoë om gevorderde twee-dimensionele tekeninge grafies met behulp van 'n rekenaargesteunde program te kan kommunikeer; en*
- *'n waardering vir die interverwantskap tussen Ingenieursgrafika en Ontwerp en ander Ingenieursverwante vakke.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Engineering Graphics and Design: Descriptive Geometry

Titel: Ingenieursgrafika en Ontwerp: Beskrywende Meetkunde

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

- detailed knowledge of subject terminology and codes of practice;
- detailed knowledge and understanding of Descriptive Geometry;
- ability to distinguish and skilfully solve problems in unfamiliar contexts applying methods of Descriptive Geometry; and
- ability to skilfully apply methods and techniques of teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die vakterminologie en praktykkodes;*
- *grondige kennis en begrip aangaande Beskrywende Meetkunde;*
- *vermoë om probleme binne onbekende kontekste te kan onderskei en met vaardigheid te kan oplos, deur Beskrywende Meetkundemetodes te kan toepas; en*
- *vermoë om onderrigmetodes en -tegnieke met vaardigheid te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Engineering Graphics and Design: Civil Drawings – Floor Plans, Orthographic & Pictorial Views

Titel: Ingenieursgrafika en Ontwerp: Siviele Tekeninge – Vloerplanne, Ortografie en Figuuraansigte

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

- detailed knowledge and understanding of subject terminology and codes of practice;
- select, evaluate and effectively apply with discernment those standard rules, methods and skills to solve fundamental problems in a defined environment in the field of graphic design of the floor plans of buildings using conventional drawing techniques and CAD.
- select, evaluate and effectively apply with discernment those standard methods and skills of teaching; and
- the ability to distinguish, evaluate and solve problems and to apply solutions based on relevant evidence and procedures appropriate to the subject field, discipline or practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die vakterminologie en praktykkodes;*

- *standaardreëls, metodes en vaardighede met insig te kan selekteer, evalueer en doeltreffend te kan toepas, ten einde Fundamentele probleme aangaande vloerplanne van geboue, binne ŉ bepaalde konteks in die veld van grafiese ontwerp, met vaardigheid te kan oplos deur konvensionele tekentegnieke en CAD te kan gebruik;*
- *met insig standaardmetodes en onderrigvaardighede te kan selekteer, evalueer en doeltreffend te kan toepas; en*
- *die vermoë om probleme te kan onderskei, evalueer en oplos, asook om oplossings op grond van toepaslike bewyse en prosedures, soos van toepassing op die vakgebied, dissipline of praktyk, te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Engineering Graphics and Design: Civil Drawings – Electrical Wiring Diagrams, Scales and View of Foundations

Titel: Ingenieursgrafika en Ontwerp: Siviele Tekeninge – Elektriese Bedradingsdiagramme, Skale en Aansig van Fondasies

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

- integrated knowledge and understanding of subject terminology and codes of practice;
- ability to correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create Civil Drawings and detailed views;
- ability to correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create Civil Drawings and detailed views with the aid of a CAD program; and
- ability to select, evaluate and effectively apply with discernment those standard methods and skills of teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die vakterminologie en praktykkodes;*
- *vermoë om verskillende toepaslike beginsels, reëls en vaardighede korrek te kan selekteer, evalueer en toepas, ten einde Siviele Tekeninge en gedetailleerde aansigte te kan skep;*
- *vermoë om ŉ reeks verskillende toepaslike beginsels, reëls en vaardighede korrek te kan selekteer, evalueer en toepas, ten einde Siviele Tekeninge met behulp van ŉ CAD-program te kan skep; en*
- *vermoë om met insig standaardmetodes en onderrigvaardighede te kan selekteer, evalueer en doeltreffend te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Engineering Graphics and Design: Machine Drawing

Titel: Ingenieursgrafika en Ontwerp: Masjientekeninge

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

- integrated knowledge and understanding of subject terminology and codes of practice;
- ability to access and communicate discipline-specific information;
- ability to select, evaluate and apply a range of different but appropriate rules and methods to solve Machine Drawing problems;
- ability to skilfully apply methods and techniques of teaching Machine Drawing; and
- ability to correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create machine drawings and detailed views applying a CAD program.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die vakterminologie en praktykkodes;*
- *vermoë om vak-spesifieke inligting te kan opspoor en kommunikeer;*
- *vermoë om ŉ reeks verskillende toepaslike reëls en metodes te kan selekteer, evalueer en toepas, ten einde Masjientekeningprobleme te kan oplos;*
- *vermoë om onderrigmetodes en -tegnieke aangaande Masjientekeninge met vaardigheid te kan toepas; en*
- *vermoë om ŉ reeks verskillende toepaslike beginsels, reëls en vaardighede te kan selekteer, evalueer en toepas, ten einde masjientekeninge en gedetailleerde aansigte met behulp van ŉ CAD-program te kan skep.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Engineering Graphics and Design: Working in 3-D (1)

Titel: Ingenieursgrafika en Ontwerp: Werk in 3-D (1)

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

- sound knowledge and understanding of subject terminology and codes of practice;
- integrated knowledge of and engagement in computer aided drawing operation and critical understanding and application of methods and techniques implemented to solve CAD problems; and
- accurate, coherent, appropriate and creative presentation and teaching of methods and techniques used to solve complex CAD problems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die vakterminologie en praktykkodes;*
- *geïntegreerde kennis aangaande en betrokkenheid by rekenaargesteunde funksionering, asook kritiese begrip en toepassing van metodes en tegnieke om CAD-probleme te kan oplos; en*
- *akkurate, samehangende, toepaslike en skeppende aanbieding, asook onderrig van metodes en tegnieke wat gebruik kan word om ingewikkelde CAD-probleme te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **EGDE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Engineering Graphics and Design: Working in 3-D (2)

Titel: Ingenieursgrafika en Ontwerp: Werk in 3-D (2)

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

- sound knowledge of subject terminology and codes of practice;
- integrated knowledge and engagement in computer aided drawing operation and critical understanding and application of methods and techniques implemented to solve complex CAD problems; and
- accurate, coherent, appropriate and creative presentation and teaching of methods and techniques used to solve complex CAD problems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die vakterminologie en praktykkodes;*

- *geïntegreerde kennis aan gaande en betrokkenheid by rekenaargesteunde funksionering, asook kritiese begrip en toepassing aangaande metodes en tegnieke om ingewikkelde CAD-probleme te kan oplos; en*
- *akkurate, samehangende, toepaslike en skeppende aanbieding, asook onderrig van metodes en tegnieke wat gebruik kan word om ingewikkelde CAD-probleme te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: EHSN111	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Health, Safety and Nutrition

Titel: Gesondheid, Veiligheid en Voeding

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

- informed knowledge of the basic concepts of health, safety and nutrition in early childhood;
- ability to select, plan, implement and manage norms and standards for health, safety and nutrition for babies, toddlers and young children;
- the knowledge of theoretical and practical ways to create a health promoting early learning environment for health, safety and nutrition in collaboration with their staff, parents and other stakeholders; and
- knowledge and informed understanding of supporting babies, toddlers and young children's health, safety and nutrition in responsive ways.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *ingeligte kennis van die basiese konsepte van gesondheid, veiligheid en voeding in die vroeë kinderjare;*
- *die vermoë om norme en standaarde vir gesondheid, veiligheid en voeding vir babas, kleuters en jong kinders te kies, te beplan, te implementeer en te bestuur;*
- *kennis van teoretiese en praktiese maniere om 'n gesondheidsbevorderende vroeë leeromgewing vir gesondheid, veiligheid en voeding te skep in samewerking met personeel, ouers en ander belanghebbendes; en*
- *kennis en 'n ingeligte begrip van die ondersteuning van babas, kleuters en jong kinders se gesondheid, veiligheid en voeding op reagerende wyses.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EHSN411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: The Healthy and Safe Child in the Early Years

Titel: Die Gesonde en Veilige Kind in die Vroeë Jare

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

- understanding of contested knowledge within the field of Health and safety of the baby, toddler and young child including child friendly early learning environments, the importance of adopting a healthy lifestyle and critically reflect on the awareness that individuals should assume responsibility for their own health and safety;
- the ability to analyse and reflect on different attitudes and values towards healthy and safe baby, toddler and/or young child within his/her school community;
- integrated knowledge, understanding and insight into the complex and diverse nature of health and the importance of sound health practices and attitudes during their formative years;
- integrated knowledge, understanding and insight into the overall health needs of babies, toddlers and young children and their families and other
- stakeholders, thereby enabling them to maintain and promote the health and safety of the babies, toddlers and young children in their care so these children will benefit from their learning experiences;
- ability to select, evaluate and apply health policies in order to coordinate and administer a health promoting ECCE setting that will facilitate the implementation of a successful health programme which includes ensuring a healthy environment, appropriate health services and health education;
- the ability to manage the health team and work collaboratively with members to access relevant health services and to ensure the implementation of an appropriate health promotion and health education programme;
- the ability to identify when to and be able to refer children and their families for additional support if necessary;
- the ability to critically reflect upon the value and efficacy of the health and safety practices being promoted and adapt these when necessary.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n begrip van betwiste kennis binne die veld van gesondheid en veiligheid van die baba, kleuter en jong kind, ingeslote kindervriendelike vroeë leeromgewings, en die belangrikheid van die aanneming van 'n gesonde leefstyl en kritiese besinning oor die bewustheid dat individue verantwoordelikheid moet neem vir hulle eie gesondheid en veiligheid;*
- *die vermoë om verskillende houdings en waardes teenoor gesonde en geborge babas, kleuters en/of jong kinders binne hulle skoolgemeenskap te ontleed en daaroor te besin;*
- *geïntegreerde kennis, begrip en insig rakende die komplekse en diverse aard van gesondheid en die belangrikheid van gegronde gesondheidspraktyke en -houdings gedurende hulle formatiewe jare;*
- *geïntegreerde kennis, begrip en insig rakende die algehele gesondheidsbehoeftes van babas, kleuters en jong kinders en hulle gesinne en ander belanghebbendes, wat hulle daardeur in staat stel om die gesondheid en veiligheid van die babas, kleuters en jong kinders in hulle sorg te handhaaf en te bevorder sodat hierdie kinders sal voordeel trek uit hulle leerervarings;*
- *vermoë om gesondheidsbeleide te kies, te evalueer en toe te pas ten einde 'n gesondheidsbevorderende VKSO-omgewing te koördineer en te administreer wat die implementering van 'n suksesvolle gesondheidsprogram sal fasiliteer, ingeslote die versekering van 'n gesonde omgewing, toepaslike gesondheidsdienste en -opvoeding;*
- *die vermoë om 'n gesondheidspan te bestuur en saam met lede te werk om toegang tot relevante gesondheidsdienste te verkry en om die implementering van 'n toepaslike gesondheidsbevordering- en -opvoedingsprogram te verseker;*
- *die vermoë om te identifiseer wanneer om kinders en hulle gesinne vir bykomende ondersteuning te verwys, indien nodig;*
- *die vermoë om krities te besin oor die waarde en doeltreffendheid van die gesondheid- en veiligheidspraktyke wat bevorder word en dit aan te pas indien nodig.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EIDB111	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Identity and Belonging in the Early Years

Titel: Identiteit en Geborgenheid in die Vroeë Jare

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

- *an informed understanding of own knowledge, appropriate learning standards and other indigenous resources to design, plan, implement informed knowledge through engaging with theories for identity development of young children and their belonging;*
- *knowledge and informed understanding of the structure of the content area of identity and belonging in order to use central concepts and inquiry tools to support learning;*
- *the ability to select, plan and implement learning environments to support development of identity and belonging;*
- *knowledge, evaluate and reflect on meaningful play experiences for each child.*

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n ingeligte begrip van eie kennis, toepaslike leerstandaarde en ander inheemse hulpbronne om ingeligte kennis te ontwerp, te beplan en te implementeer deur om te gaan met teorieë vir identiteitsontwikkeling van jong kinders en hul behoort;*
- *kennis en 'n ingeligte begrip van die struktuur van die inhoudsarea van identiteit en behoort ten einde hoofkonsepte en ondersoekhulpmiddels te gebruik om leer te ondersteun;*
- *die vermoë om leeromgewings te kies, te beplan en te implementeer om die ontwikkeling van identiteit en behoort te ondersteun;*
- *kennis van betekenisvolle speelervarings vir elke kind, evaluasie daarvan en besinning daaroor.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EKUW111	Semester 1	NQF-level / *NKR-vlak*: 5/6

Title: Knowledge and Understanding of the World

Titel: Kennis en Begrip van die Wêreld

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

NQF Level 5

- detailed knowledge and clear understanding of theories of Beginning knowledge in the early years;
- interrogate the structure of Beginning knowledge in order to use central concepts and inquiry tools to support learning;

NQF Level 6

- ability to effectively implement and setting up learning environments to support Beginning knowledge;
- translate own knowledge, appropriate learning standards and other indigenous resources to design, plan, implement, evaluate and reflect on meaningful play experiences for each child in Beginning knowledge;
- analyse the nature and scope of a contextual problems and challenges to design, plan, implement, evaluate and reflect on meaningful play experiences for each child in Beginning knowledge and select the best possible solution to solve and address problems with a view to support progress in the practice of Beginning knowledge in the early years.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

NKR-vlak 5

- *uitvoerige kennis en 'n duidelike begrip van teorieë van aanvangskennisin die vroeë jare;*
- *kyk indringend na die struktuur van aanvangskennis ten einde hoofkonsepte en ondersoekhulpmiddels te gebruik om leer te ondersteun;*

NKR-vlak 6

- *vermoë om leeromgewings effektief te implementeer en te vestig om aanvangskennis te ondersteun;*
- *eie kennis, toepaslike leerstandaarde en ander inheemse hulpbronne te omskep om betekenisvolle speelervarings vir elke kind in aanvangskennis te ontwerp, te beplan, te implementeer, te evalueer en te oordink;*
- *die aard en omvang van kontekstuele probleme en uitdagings te ontleed om betekenisvolle spelervarings vir elke kind in aanvangskennis te ontwerp, te beplan, te implementeer, te evalueer en te oordink en die beste moontlike oplossing te kies om probleme op te los en te takel met die oog daarop om vordering in die praktyk van aanvangskennis in die vroeë jare te ondersteun.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ELAW311	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Education Law in the ECCE Setting

Titel: Onderwysreg in die VKSO-Omgewing

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

- an integrated understanding of legislation, case law and the common law as sources of Education Law, in order to select and apply a range of methods to resolve problems and introduce changes within practice;
- the nature of a problem in a case study, while analysing, evaluating and critically reflecting on the legal question by consulting relevant legislation, court cases and common law;
- the ability to process information and develop appropriate processes of information gathering, within a given context, as well as validate and apply relevant legal principles;
- the application of relevant aspects of labour relations in unfamiliar variable education contexts to demonstrate the ability to act ethically and professionally;
- the ability to process and justify information on professionalism; and
- the ability to analyse and evaluate the conduct of learners and educators in contemporary issues in education from a legal perspective.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *'n geïntegreerde begrip van wetgewing, regspraak en die gemenereg as bronne van onderwysreg ten einde 'n reeks metodes te kies en toe te pas om probleme op te los en veranderinge binne die praktyk in te stel;*
- *die aard van 'n probleem in 'n gevallestudie te bepaal terwyl u die regsvraag ontleed, evalueer en krities daaroor besin deur relevante wetgewing, hofsake en gemenereg te raadpleeg;*
- *die vermoë om inligting te verwerk en toepaslike inligting-insamelingsprosesse binne 'n gegewe konteks te ontwikkel, asook relevante regsbeginsels te staaf en toe te pas;*
- *die toepassing van relevante aspekte van arbeidsverhoudinge in onbekende veranderlike onderwyskontekste om die vermoë te demonstreer om eties en professioneel op te tree;*
- *die vermoë om inligting oor professionaliteit te verwerk en te regverdig; en*
- *die vermoë om die gedrag van leerders en opvoeders in kontemporêre vraagstukke in die onderwys vanuit 'n regsperspektief te ontleed en te evalueer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ELEY221	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Learning Environments in the Early Years

Titel: Leeromgewings in die Vroeë Jare

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

- detailed knowledge of different learning environments (physical (indoor and outdoor), social, temporal, cultural, inclusive etc.);
- ability to effectively engage with characteristics of an effective learning environment (children's spaces) conducive to the learning and development of young children;
- detailed knowledge and understanding of the design and use of appropriate resources, materials and equipment to ensure a responsive learning environment;
- ability to effectively apply appropriate knowledge to design and implement effective learning environments;
- ability to select and implement appropriate strategies to support and manage the behaviour of young children.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis van verskillende leeromgewings (fisies [binne en buite], sosiaal, tydelik, kultureel, inklusief, ens.);*

- *vermoë om effektief om te gaan met kenmerke van ŉ effektiewe leeromgewing (kinderruimtes) wat bevorderlik is vir die leer en ontwikkeling van jong kinders;*
- *uitvoerige kennis en begrip van die ontwerp en gebruik van toepaslike hulpbronne, materiaal en toerusting om ŉ responsiewe leeromgewing te verseker;*
- *vermoë om toepaslike kennis effektief toe te pas om effektiewe leeromgewings te ontwerp en te implementeer;*
- *vermoë om toepaslike strategieë te kies en te implementeer om die gedrag van jong kinders te ondersteun en te bestuur.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ELMA311	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Leadership, Management and Administration in the Early Years

Titel: Leierskap, Bestuur en Administrasie in die Vroeë Jare

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

- understanding of contested knowledge on theories of basic leadership, management and administration in early childhood;
- integrated knowledge and understanding of the processes related to human resource management, mentoring and supporting others in the ECCE environment to improve standards of learning through play;
- integrated knowledge and understanding of leadership, management and administration skills in the Early Childhood Development sector;
- the ability to select and evaluate various ways to maintain tangible and intangible assets in ECCE centres and are accounted for and optimally used to enhance teaching and learning;
- integrated knowledge and understanding of child protection issues, including the ability to identify signs of child abuse and knowing how to refer such cases to the relevant authorities.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *ŉ begrip van betwiste kennis oor teorieë van basiese leierskap, bestuur en administrasie in die vroeë kinderjare;*
- *geïntegreerde kennis en begrip van die prosesse in verband met menslike hulpbronbestuur, mentorskap en ondersteuning van andere in die VKSO-omgewing om standaarde van leer deur speel te verbeter;*
- *geïntegreerde kennis en begrip van leierskap-, bestuurs- en administrasievaardighede in die vroeë kinderontwikkeling-sektor;*
- *die vermoë om verskeie wyses te kies en te evalueer om tasbare en ontasbare bates in VKSO-sentrums in stand te hou waarvoor verantwoording gedoen word en wat optimaal gebruik word om onderrig en leer te verbeter;*
- *geïntegreerde kennis en begrip van kinderbeskermingsvraagstukke, ingeslote die vermoë om tekens van kindermishandeling te identifiseer en te weet hoe om sulke gevalle na die relevante owerhede te verwys.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EMKP211	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematical Knowledge for ECCE Teachers in Practice 1

Titel: Wiskundige Kennis vir VKSO-Onderwysers in die Praktyk 1

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

- detailed knowledge and understanding of emergent mathematics in the early years;
- detailed knowledge and understanding of ethno-mathematics in the early years;
- ability to distinguish and evaluate competencies related to emergent mathematics;
- ability to select, plan and implement emergent mathematics through play for babies, toddlers and young children.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis en begrip van ontluikende wiskunde in die vroeë jare;*
- *uitvoerige kennis en begrip van etno-wiskunde in die vroeë jare;*
- *vermoë om bevoegdhede in verband met ontluikende wiskunde te onderskei en te evalueer;*
- *vermoë om ontluikende wiskunde deur middel van speel vir babas, kleuters en jong kinders te kies, te beplan en te implementeer.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EMKP371	Semester 1&2	NQF-level / *NKR-vlak*: 7

Title: Mathematical Knowledge for ECCE Teachers in Practice 2

Titel: Wiskundige Kennis vir VKSO-Onderwysers in die Praktyk 2

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

- understanding of contested knowledge and skills for the application of various models and frameworks for the effective teaching and learning of mathematics and mathematical concepts in young children (birth – 4);
- integrated knowledge and understanding of and the ability to apply the foundational perspectives; number sense, number concept and number development; patterns and functions, sorting and classification, spatial orientation and spatial insight as well a comparison and measurement in the early years;
- the ability to select, evaluate and apply relevant teaching and learning material for the teaching and learning of mathematics in the early years.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *ŉ begrip van betwiste kennis en vaardighede vir die toepassing van verskeie modelle en raamwerke vir die effektiewe onderrig en leer van wiskunde en wiskundige konsepte by jong kinders (geboorte – 4);*
- *geïntegreerde kennis en begrip van en die vermoë om die grondliggende perspektiewe toe te pas; getalbegrip, getalkonsep en getalontwikkeling; patrone en funksies, sortering en klassifikasie, ruimtelike oriëntasie en ruimtelike insig asook vergelyking en meting in die vroeë jare;*
- *die vermoë om relevante onderrig- en leermateriaal vir die onderrig en leer van wiskunde in die vroeë jare te kies, te evalueer en toe te pas.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EMKT111	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Mathematical Knowledge for ECCE Teachers

Titel: Wiskundige Kennis vir VKSO-Onderwysers

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

- knowledge and informed understanding of theories, concepts and principles of early mathematics for young children;

- the ability to manage and apply knowledge of child development and early learning knowledge to support early mathematics;
- ability to select, plan, implement and manage learning environments suitable for supporting the development of early mathematics*;*
- the ability to evaluate the structure of the content for supporting early mathematics;
- knowledge and informed understanding of own knowledge about child development and early learning, appropriate learning standards, and indigenous resources to design, plan, implement, evaluate and reflect on meaningful play experiences for each child in early mathematics*.*

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis en ŉ ingeligte begrip van teorieë, konsepte en beginsels van vroeë wiskunde vir jong kinders;*
- *die vermoë om kennis van kinderontwikkeling en vroeë leerkennis te bestuur en toe te pas om vroeë wiskunde te ondersteun;*
- *vermoë om leeromgewings geskik vir die ondersteuning van die ontwikkeling van vroeë wiskunde te kies, te beplan, te implementeer en te bestuur;*
- *die vermoë om die struktuur van die inhoud te evalueer ter ondersteuning van vroeë wiskunde;*
- *kennis en ŉ ingeligte begrip van eie kennis oor kinderontwikkeling en vroeë leer, toepaslike leerstandaarde en inheemse hulpbronne om betekenisvolle speelervarings vir elke kind in vroeë wiskunde te ontwerp, te beplan, te implementeer, te evalueer en te oordink.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **ENAC271**	Semester 1 & 2 (year module / jaarmodule)	NQF-level / *NKR-vlak*: 6

Title: English Communication: Using English as a Medium of Instruction Across the Curriculum

Titel: Engels Kommunikasie: Die Gebruik van Engels as Onderrigmedium oor die Kurrikulum Heen

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

- detailed knowledge of English as a medium of instruction;
- ability to evaluate, select and apply appropriate methods to teach English across the curriculum within a defined context;
- ability to provide, organise, present and communicate complex and new information reliably and coherently using appropriate academic and professional discourse in English;
- ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context;
- ability to establish and maintain relationships to work effectively in a team or group;
- ability to prepare content subject lessons through medium of English.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis van Engels as Onderrigmedium;*
- *vermoë om gepaste metodes te evalueer, selekteer en toe te pas binne 'n gedefinieerde konteks in die onderrig van Engels oor die kurrikulum heen;*
- *die vermoë om komplekse en nuwe inligting betroubaar en samehangend te voorsien, te organiseer, aan te bied en te kommunikeer deur gepaste akademiese en professionele diskoers te gebruik;*
- *vermoë om prestasie teen gegewe kriteria te evalueer en sy of haar taakspesifieke leerbehoeftes akkuraat te identifiseer en aan te spreek in 'n gegewe konteks;*
- *vermoë om verhoudings te vestig en in stand te hou ten einde effektief in 'n span of groep te werk;*
- *vermoë om vakinhoudelike lesse deur Engels as medium voor te berei.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: English First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: Engels Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to EAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of EAL learners L1 and language varieties and build on these skills as a foundation for learning English;
- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning English;
- apply their knowledge of the role of individual learner variables in the process of learning English; and the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op EAT-leerders op ŉ akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-geletterdheidontwikkeling verskil van T2-geletterdheidontwikkeling;*
- *die belangrikheid van EAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik as grondslag vir die aanleer van Engels;*
- *in ŉ groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van Engels beïnvloed;*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van Engels; en beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne ŉ multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENAF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: Engels Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;

- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*
  - *Leesvloeiendheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer; en*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: English First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: Engels Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate EAL teaching and build ethically responsible partnerships with EAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature;
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van kulturele waardes en oortuigings in die konteks van onderrig en leer;*
- *'n ingeligte begrip van en toepassing van kennis oor die uitwerking van rassisme, stereotipering en diskriminasie op onderrig en leer;*
- *die vermoë om kommunikasie tussen tuis en skool te verbeter om EAT-onderrig te fasiliteer en eties-verantwoordelike vennootskappe met EAT-gesinne te bou;*

  'n ingeligte begrip van en toepassing van konsepte oor die onderlinge verband tussen taal en kultuur;
- *die vermoë om 'n verskeidenheid bronne, insluitend die Internet, te gebruik om oor wêreldkulture en spesifiek die kulture van studente in hul klaskamers te leer en toepaslike leer toe te pas deur toepaslike metodes te gebruik;*
- *die vermoë om konsepte van kulturele bevoegdheid toe te pas, veral kennis van hoe 'n individu se kulturele identiteit hul leer en akademiese vordering beïnvloed en hoe vlakke van kulturele identiteit wyd onder leerders sal wissel;*
- *hul vermoë om in 'n groep te werk om inligting akkuraat, samehangend en op eties-verantwoordelike wyse te versamel, te evalueer en te kommunikeer oor kunstenaars en hul illustrasies van kinderliteratuur; en*
- *'n begrip van die verskillende soorte kinderliteratuur, spesifiek gefokus op prentboeke, en die vermoë om prentboeke in hul onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: Engels Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help English Additional Language (EAL) learners develop oral, reading and writing skills in English;
- detailed knowledge of rhetorical and discourse structures so as to apply it to EAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om Engels Addisionele Taal (EAT) leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in Engels ;*
- *diepgaande kennis van retoriese en diskoersstrukture om in EAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Engels Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse EAL learners;
- an understanding of a range of methods, activities and tasks and an assessment of their suitability for EAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials related to listening, speaking, reading and writing skills;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for EAL learners; and
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse EAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir EAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal wat verband hou met luister, praat, lees en skryf te kies en aan te pas;*
- *die vermoë om inligting oor tegnologiese bronne wat die taalonderrig en -leer van EAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer; en*
- *integreer kennis en begrip van kinderliteratuur, spesifiek ten opsigte van fantasie, wetenskapsfiksie en kontemporêr-realistiese fiksie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature

Titel: Engels Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of EAL assessment;
- an ability to integrate multiple sources of knowledge related to EAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate language assessment data in order to ethically and responsibly inform the teaching decision-making process;
- an ability to present and communicate EAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- the ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van EAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende EAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*
- *die vermoë om taalassesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om EAT-assesseringsresultate op 'n eties en akademies-akkurate wyse te kan aanbied en kommunikeer aan 'n wye verskeidenheid gehore met kreatiewe insigte en streng interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese wyse met kinderliteratuur om te gaan deur die verskillende tipes te koppel aan 'n kritiese benadering; en*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: English Home Language FP: Foundational Knowledge and Multicultural Children's Literature

Titel: Engels Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,

- Orthographic (print) processing,
- Semantic (meaning) processing,
- Syntactic (sentence level) processing,
- Discourse (connected text level) processing;

- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*
  - *Leesvlotheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*
  - *Diskoers (aaneengeskakelde teksvlak) prosessering;*
- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *kennis en begrip van relevante teorieë en empiriese navorsing wat leerders se reaksie op kinderliteratuur en die waarde van multikulturele kinderliteratuur onderlê.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: Engels Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner; and
- the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van 'n taal) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van 'n taal) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.); en Klankbewustheid;*
- *die vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *die vermoë om 'n oorsig van die geskiedenis van kinderliteratuur te gee en ook te onderskei tussen verskillende tipes kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer; en*
- *die vermoë om koöperatief saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: Engels Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the English spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on English spelling system;
- the ability to use the organising principles of the English spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- the ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- the ability to work together in a community co-operatively and systematically to identify authentic communication needs; and

- the ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis en begrip van morfologie (die woorde van taal) wat verband hou met die onderrig van klankleer en spelling; van die verskillende taalstrukture wat die Engelse spellingsisteem onderlê (bv. foneem-grafeem, lettergreeppatrone, ortografiese (gedrukte) morfeem-eenhede en etimologie, woordoorsprong) en van algemene trekke van die historiese invloede op die Engelse spellingsisteem;*
- *die vermoë om die organiserende beginsels van die Engelse spellingsisteem in terme van klank-, lettergreep- en morfeemvlakke te gebruik ten einde leerdervordering of -probleme op hierdie vlakke te identifiseer;*
- *die vermoë om eksplisiete vs. non-eksplisiete, sistematiese vs. non-sistematiese en sekwensiële vs. non-sekwensiële klankleeronderrig te selekteer, te onderskei, te evalueer en toe te pas deur gepaste ontwikkelingsbronne te gebruik in 'n klas met diverse leerders;*
- *die vermoë om beginsels toe te pas vir die seleksie en evaluering van gepaste literatuur vir kinders in 'n multikulturele samelewing;*
- *die vermoë om koöperatief en sistematies saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer; en*
- *die vermoë om outentieke gemeenskapsbehoeftes aan te spreek en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English Home Language FP: Semantics, Vocabulary and Picture Books

Titel: Engels Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- an ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (linguistiese betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woordbetekenis, asook van frase- en sinsbetekenis wat betrekking het tot woordeskatonderrig en -leer;*
- *die vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op oordeelkundige wyse te selekteer, te evalueer en toe te pas op die analises van leerderbehoeftes;*
- *die analise, seleksie en toepassing van verskillende tegnieke vir woordeskatonderrig voor, gedurende en ná lees wat gebaseer is op 'n analise en evaluasie van bewysgegronde oefeninge wat verband hou met woordeskatonderrig en -leer;*
- *die rol van woordeskatontwikkeling en -kennis in terme van begrip te analiseer en te reflekteer daarop deur die inligting op duidelike wyse te kommunikeer deur middel van toepaslike akademiese konvensies;*
- *die inwinning, evaluering en kommunikering van inligting in groepsverband oor kunstenaars en hul illustrering van kinderliteratuur op akkurate, duidelike en eties verantwoordelike wyse; en*
- *begrip van die verskillende tipes kinderliteratuur, met spesifieke fokus op prenteboeke en die vermoë om prenteboeke vir onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: Engels Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on English syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- the ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies; and
- engagement in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor Engelse sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poëtiese, historiese fiksie en biografieë; en*
- *betrokkenheid in sistemiese refleksie tydens diensleer ter bereiking van akademiese uitkomste, persoonlike, professionele groei en ontwikkeling van sosiale verantwoordelikheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: Engels Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- the ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;

- the ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- an understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- the ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- the ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and
- the ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatiek soos dit betrekking het op die onderrig- en leerbegrip;*
- *die vermoë om die kennis van teks, leser, taak, en konteksveranderlikes wat 'n impak op begripuitkomste het, te evalueer;*
- *die vermoë om eties verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na die lees en wat reflektiewe lees deur al die leerders bevorder;*
- *'n begrip van die konseptuele modelle wat verband hou met die sielkunde van lees;*
- *geïntegreerde kennis van die grootste teks genres ten einde verantwoordelike onderrig te verseker;*
- *die vermoë om op eties verantwoordelike wyse assesseringstrategieë wat aan leerders die geleentheid bied om begrip te demonstreer, te kies en te administreer;*
- *die vermoë om tradisionele letterkunde en informatiewe tekste te vergelyk en te onderskei, ten einde goed gevormde argumente te kommunikeer; en*
- *die vermoë om tradisionele letterkunde asook informatiewe tekste in hul onderrig te integreer en toe te pas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Engels Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- the ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing,
  - Composition,
  - Revision,
  - Editing processes;
- the ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- the ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participation in positive social change through the process of a service learning project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die belangrikste komponente en prosesse van geskrewe verwoording en hoe dit met mekaar in wisselwerking tree (bv. basiese skryf- en transkripsievaardighede versus teksgenerering);*
- *die vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur middel van bewysgegronde praktyk:*
  - *Meganiese werking en konvensies van skryfwerk,*
  - *Setwerk,*
  - *Hersiening,*
  - *Redigeringsprosesse;*
- *die vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van letterbenoeming en -vorming vir beide hand- en kursiewe skrif, ten einde onderrig aan te pas by leerderbehoeftes;*
- *die vermoë om tegnieke vir onderrig in handskrifvaardigheid te selekteer en toe te pas;*
- *geïntegreerde kennis en begrip van kinderliteratuur, met spesifieke verwysing na fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur middel van die diensleerprojek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: English Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature

Titel: Engels Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- the ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verwant is aan die fundamentele aspekte van taalassessering;*
- *'n vermoë om veelvoudige kennisbronne, wat verband hou met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke, te raadpleeg;*
- *die vermoë om assesseringsdata in te samel en taalassesseringsinligting te sintetiseer en evalueer ten einde op etiese en verantwoordelike wyse 'n ingeligte onderrigbesluitnemingsproses te verseker;*
- *'n vermoë om assesseringsresultate op etiese en akademies korrekte wyse aan te bied en te kommunikeer wat kreatiewe insigte en nougesette interpretasies van die taalkomponent wat assesseer word, bied aan 'n wye spektrum van gehore;*
- *die vermoë om op teoretiese wyse betrokke te raak by kinderliteratuur deur die verskillende tipes met 'n kritiese benadering te koppel; en*
- *die vermoë om op etiese wyse te reflekteer op kontroversiële kwessies in kinderliteratuur en hoe om hierdie kwessies te hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENFI112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: English Home Language IP: Text and Curriculum

Titel: Engels Huistaal IF: Teks en Kurrikulum

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

- knowledge of the nature of language, language acquisition theories and language teaching theories relevant to the field of Home Language Acquisition and Applied Linguistics;
- comprehensive subject knowledge, the characteristics of a variety of literary and non-literary texts and their structure to facilitate learning in the Intermediate Phase;
- content knowledge and informed understanding of various genres;
- pedagogical knowledge and informed understanding of phonetics in order to promote the development of the four language skills;
- an ability to access, process and understand information from different sources with a view to promote multilingualism in Intermediate Phase classrooms; and
- identify acceptable behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright principles.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van die aard van taal, teorieë vir taalverwerwing en taalonderrig-teorieë relevant tot die veld van Huistaalverwerwing en Toegepaste Taalkunde;*
- *omvattende vakkennis, die kenmerke van 'n verskeidenheid literêre en nie-literêre tekste en die struktuur daarvan om leer in die intermediêre fase te fasilliteer;*
- *inhoudskennis en ingeligte begrip van verskillende genres;*
- *pedagogiese kennis en ingeligte begrip van fonetiek ten einde die ontwikkeling van die vier taalvaardighede te bevorder;*
- *die vermoë om inligting uit verskillende bronne te bekom, te verwerk en te verstaan met die oog op die bevordering van meertaligheid in die klaslokale in die Intermediêre fase; en*
- *aanvaarbare gedrag binne die akademiese omgewing te identifiseer, insluitend die nakoming van reëls oor plagiaat en outeursregbeginsels.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English Home Language IP: Characteristics of Children's and Young Adult Literature

Titel: Engels Huistaal IF: Eienskappe van Kinder- en Jong Volwasseneliteratuur

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

- knowledge of the characteristics of children's and Young Adult Literature that enable them to select suitable teaching and learning materials for the Intermediate Phase;
- ability to select the most appropriate methods for teaching visual literacy through children's and Young Adult Literature to English Home Language learners;
- ability to analyse and evaluate literature relevant to the Intermediate Phase;
- ability to apply knowledge of phonetics in their own written and spoken communication in order to teach the four language skills more effectively in the Intermediate Phase;
- clear understanding of prevalent schools of thought that underpin lesson planning;
- ability to describe the diverse learner profiles and contexts of Intermediate Phase classrooms in order to plan effective lessons for multilingual learners;
- detailed knowledge and clear understanding of the profile of a competent English Home Language medium of instruction teacher; and
- ability to communicate effectively in a variety of formats (oral, written, visual and electronic) for purposes of group work, collaboration and cooperation in planning lessons and producing teaching resources.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van kenmerke van kinder- en jong volwassenesliteratuur wat hulle in staat stel om toepaslike onderrigmetodes en leermateriaal vir die Intermediêre fase te kies;*
- *die vermoë om die mees geskikte metodes te kies vir die onderrig van visuele geletterdheid aan Engelse huistaalleerders deur middel van kinder- en jong volwasseneletterkunde;*
- *die vermoë om relevante literatuur in die Intermediêre Fase te analiseer en te evalueer;*
- *die vermoë om fonetiese kennis toe te pas in hul eie geskrewe en gesproke kommunikasie om die vier taalvaardighede meer effektief in die Intermediêre Fase te onderrig;*
- *'n duidelike begrip van heersende denkrigtings wat lesbeplanning onderlê;*
- *die vermoë om die uiteenlopende leerderprofiele en kontekste van die Intermediêre Fase-klaskamers te beskryf om effektiewe lesse vir veeltalige leerders te beplan;*
- *gedetailleerde kennis en duidelike begrip van die bekwame Engelse Huistaalmedium van die onderwyser; en*
- *in staat wees om effektief te kommunikeer in verskillende formate (mondeling, skriftelik, visueel en elektronies) vir groepwerkdoeleindes en samwerking in die beplanning van lesse en die vervaardiging van onderrighulpbronne.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI 212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: English Home Language IP: Folklore and Poetry

Titel: Engels Huistaal IF: Volksverhale en Poësie

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

- integrated knowledge and informed understanding of the genres of folklore and poetry;
- the skill to enhance and roaden his/her English folklore/poetry field of reference through self-regulated reading;
- ability to select, implement and evaluate the most appropriate methods of using folklore and poetry to promote reading and viewing skills;
- integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply folklore/poetry in reading and viewing lessons/activities for the Intermediate Phase classroom;
- appreciation for the limitations of own knowledge, and intellectual curiosity to explore new ideas and approaches to integrate folklore/poetry when teaching and presenting reading and viewing lessons and activities;
- the ability to apply knowledge of phonology in their own written and spoken communication in order to teach the skill of reading and viewing more effectively in the Intermediate Phase; and
- the ability to access and process information from different sources with a view to promote multilingualism in the classroom.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en ingeligte begrip van die genres van Volksverhale en poësie;*
- *die vermoë om sy / haar Engelse verwysingsveld in die Volksverhale/poësie te verbeter en te bevorder deur selfgereguleerde leeswerk;*
- *die vermoë om die mees geskikte onderrigmetodes vir Volksverhale en poësie te selekteer, te implementeer en te evalueer om lees- en kykvaardighede te bevorder;*
- *geïntegreerde kennis en kritiese begrip van, sowel as die vermoë om Volksverhale/poësie akkuraat te evalueer en toe te pas in lees- en kyklesse / aktiwiteite in die Intermediêre Fase-klas;*

- *waardering vir die beperkinge van eie kennis, en intellektuele nuuskierigheid om nuwe idees en benaderings vir die integrering van Volksverhale/poësie te verken vir die onderrig en aanbieding van lees- en kyklesse en -aktiwiteite;*
- *die vermoë om fonologiese kennis toe te pas in hul eie skriftelike en gesproke kommunikasie om die vermoë te leer om meer effektief te lees en te kyk in die Intermediêre Fase; en*
- *die vermoë om inligting uit verskillende bronne te bekom en te verwerk met die oog op die bevordering van meertaligheid in die klaskamer..*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English Home Language IP: Short Stories and Novels

Titel: Engels Huistaal IF: Kortverhale Boeke

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

- ability to effectively apply their knowledge of morphology to teach English to Home Language learners;
- ability to select the most appropriate methods for teaching the skills of reading and viewing through short stories and novels to English Home Language learners;
- ability to gather, analyse, process and integrate characteristics on the genres of short stories and novels in order to select, utilise and teach these more effectively in the Intermediate Phase;
- a critical analysis of alternative approaches to reading and viewing short stories/novels and the ability to offer value-driven and logical arguments for judgements; and
- ability to communicate effectively in a variety of formats (oral, written, visual and electronic) for purposes of group work, collaboration and cooperation in planning lessons and producing teaching resources.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *in staat wees om hul kennis van morfologie effektief toe te pas om Engels aan huistaalleerders te onderrig;*
- *die vermoë om die mees geskikte metodes te kies vir die onderrig van lees- en kykvaardighede deur middel van kortverhale en romans aan Engelse huistaalleerders;*
- *die vermoë om eienskappe bymekaar te sit, te ontleed, te verwerk en te integreer in die genres van kortverhale en romans om tekste meer effektief te kan selekteer, toe te pas en te onderrig in die Intermediêre Fase;*
- *'n kritiese ontleding van alternatiewe benaderings tot die lees en kyk van kortverhale/romans en die vermoë om waardegedrewe en logiese argumente vir beoordeling te lewer; en*
- *die vermoë om effektief te kommunikeer in 'n verskeidenheid formate (mondeling, skriftelik, visueel en elektronies) vir groepwerkdoeleindes, saamwerk en kooperasie in die beplanning van lesse en die vervaardiging van onderrigbronne.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI313**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English Home Language IP: Drama *and Syntax*

Titel: Engels Huistaal IF: Drama en Sintaksis

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

- insight into the origin and development of the elements of drama for the Intermediate Phase classroom;
- comprehensive knowledge regarding the interpretation and analysis of drama; and the skill to enhance/broaden his/her English drama field of reference by self-regulated reading;
- ability to select, implement and evaluate the correct methods of using drama to promote listening and speaking skills;
- integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply syntax in lessons/activities for the Intermediate Phase classroom;
- appreciation for the limitations of own knowledge, and intellectual curiosity to explore new ideas and approaches to integrate drama when teaching and presenting syntax lessons and activities;
- ability to identify and define a perceived problem within the teaching context in order to design appropriate action research which explores the problem with listening and speaking skills when exploring drama; and
- the ability to take informed action that contributes to sustainable development as a teacher.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *insig in die ontstaan en ontwikkeling van die elemente van drama in die Intermediêrefase-klas;*
- *uitgebreide kennis rakende die interpretasie en analise van drama; en die vermoë om sy/haar Engelse dramafrigting deur selfgereguleerde lees te verbeter/te verbreed;*
- *die vermoë om korrekte metodes van drama-onderrig te gebruik, te selekteer, te implementeer en te evalueer om luister- en praatvaardighede te bevorder;*
- *geïntegreerde kennis en kritiese begrip van, sowel as die vermoë om sintaksis te evalueer en toe te pas in lesse/aktiwiteite in die Intermediêrefase-klas;*
- *waardering vir die beperkinge van eie kennis, en intellektuele nuuskierigheid om nuwe idees en benaderings te ondersoek om drama te integreer tydens die onderrig en aanbieding van sintaksislesse en -aktiwiteite;*
- *die vermoë om 'n waargenome probleem binne die onderwyskonteks te identifiseer en te definieer ten einde toepaslike aksienavorsing te ontwerp wat die probleem met luister- en praatvaardighede ondersoek tydens die eksplorasie van drama; en*
- *die vermoë om ingeligte optrede te neem wat bydra tot volhoubare ontwikkeling as onderwyser.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI323**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English Home Language IP: Semantics and Pragmatics for the Teacher

Titel: Engels Huistaal IF: Semantiek en Pragmatiek vir die Onderwyser

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply semantics and pragmatics;
- application skills of the knowledge of pragmatics and semantics in the teaching of English Home Language in the Intermediate Phase;
- the ability to discuss and to critically evaluate the ethical implications of semantic and pragmatic aspects of English in diverse environments, but especially in the school environment;
- advanced ability to effectively implement the knowledge of pragmatics and semantics when designing listening and speaking lesson/activities;
- the ability to select, critically evaluate and to apply relevant teaching and language learning theories, as well as to compare this with tendencies in the current teaching practice with regard to the teaching of English Home Language;
- the ability to communicate verbally or in writing and via appropriate technologies and media in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism; and
- the ability to be self-directed and lifelong learners, who are able to work independently, utilise resources effectively, and exercise initiative.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip van sowel as die vermoë om semantiek en pragmatiek akkuraat te evalueer en toe te pas;*

- *toepassingsvaardighede van die kennis van pragmatiek en semantiek in die onderrig van Engels Huistaal in die Intermediêre fase;*
- *die vermoë om die etiese implikasies van die semantiese en pragmatiese aspekte van Engels in verskillende omgewings, maar veral in die skoolomgewing, te bespreek en krities te evalueer;*
- *gevorderde vermoë om kennis van pragmatiek en semantiek effektief te implementeer tydens die ontwerp van luister- en praatlesse/aktiwiteite;*
- *die vermoë om relevante onderrig- en taalleerteorieë te selekteer, krities te evalueer en toe te pas, en om dit te vergelyk met neigings in die huidige onderrigpraktyk met betrekking tot die onderrig van Engels Huistaal;*
- *die vermoë om mondelings of skriftelik en deur middel van toepaslike tegnologieë en media op 'n akkurate en samehangende wyse te kommunikeer, met inagneming van kopieregbeginsels en die nakoming van die reëls oor plagiaat; en*
- *die vermoë om selfgerigte en lewenslange leerders te wees wat in staat is om onafhanklik te werk, hulpbronne effektief te gebruik en inisiatief uit te oefen.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI 412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English Home Language IP: -Text and Context

Titel: Engels Huistaal IF: Teks en Konteks

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

- how knowledge and theories within the field of Applied Linguistics relate to knowledge within the field of Home Language teaching and learning with a view to critically evaluating their own teaching practice;
- integrated knowledge and logical understanding of, as well as an ability to correctly evaluate, edit and apply the process of writing within the field of Home Language teaching;
- advanced ability to effectively apply lesson planning and presentation skills with a view to teach writing and presenting skills in the Home Language classroom;
- analyse, critically reflect on and address challenges related to the diversity of the learner profiles and contexts of Home Language classrooms in South Africa and apply practice-driven strategies to address these challenges;
- ability to position own knowledge and understanding within the context of a multilingual and multicultural society for example by applying multilingual pedagogies in the Home Language classroom;
- advanced ability to effectively implement fair and valid assessment practices and practices for feedback to improve the language skills of Home Language learners; and
- ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts such as assigned small groups in class or in bigger syndicate groups.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *hoe kennis en teorieë binne die veld van Toegepaste Linguistiek verband hou met kennis binne die veld van Huistaalonderrig en -leer met die oog op die kritiese evaluering van hul eie onderrigpraktyk;*
- *geïntegreerde kennis en logiese begrip van, sowel as die vermoë om die skryfproses akkuraat te evalueer, te redigeer en toe te pas binne die veld van Huistaalonderrig;*
- *gevorderde vermoë om lesbeplanning en aanbiedingsvaardighede effektief toe te pas met die oog op die onderrig van skryf- en aanbiedingsvaardighede in die Huistaal-klaskamer;*
- *uitdagings wat verband hou met die diversiteit van studenteprofiele en kontekste van Huistaalklaskamers in Suid-Afrika te analiseer, krities te bedink en dit aan te spreek en praktykgedrewe strategieë toe te pas om hierdie uitdagings die hoof te bied;*
- *die vermoë om eie kennis en begrip binne die konteks van 'n meertalige en multikulturele samelewing te posisioneer, byvoorbeeld deur meertalige pedagogieë in die Huistaal-klaskamer toe te pas;*
- *gevorderde vermoë om billike en geldige assesseringspraktyke te implementer, sowel as praktyke vir terugvoer om die taalvaardighede van Huistaalleerders te verbeter; en*
- *die vermoë om effektief met ander te kommunikeer en saam te werk, en om deel te wees van 'n span, binne uiteenlopende sosiale, kulturele en taalkontekste, soos klein groepies in die klas of in groter sindikaatgroepe..*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENFI-422**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: English Home Language IP: Assessment and Evaluation for the Teacher

Titel: Engels Huistaal IF: Assessering en Evaluering vir die Onderwyser

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

- integrated knowledge and logical understanding of, as well as an ability to correctly evaluate and apply the assessment plans and outcomes as prescribed by the school curriculum in the field of English Home Language;
- advanced ability to effectively apply assessment and moderation strategies with a view to enhance the teaching and learning of language structures in the Home Language classroom;
- the ability to identify, analyse, critically reflect on and address complex problems/issues/challenges related to planning a lesson in the 21st century Home Language classroom in South Africa to provide support to the learning needs of learners;
- the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of teaching and assessing in a 21st century classroom in South Africa;
- identify the paradigms relevant to Home Language teaching and assessment and select appropriate assessment tools that can be used effectively when planning lessons/activities according to the school curriculum;
- the implementation of an appropriate procedure / method and to evaluate/ judge the measure of effectiveness of the implementation of assessment theories and strategies in learner and teacher activities; and
- the ability to operate as part of a team and make appropriate contributions to successfully completing a portfolio of evidence related to teaching Home Language and taking co-responsibility for the learning progress and outcome realisation of the team.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en logiese begrip van, sowel as die vermoë om assesseringsplanne en -uitkomste, soos voorgeskryf deur die skoolkurrikulum op die gebied van die Engelse Huistaal, akkuraat te evalueer en toe te pas;*
- *gevorderde vermoë om assesserings- en modereringstrategieë effektief toe te pas met die oog op die verbetering van die onderrig en leer van taalstrukture in die Huistaal-klaskamer;*
- *die vermoë om ingewikkelde probleme/kwessies/uitdagings rakende die beplanning van 'n les in die 21ste eeuse Huistaal-klaskamer in Suid-Afrika te identifiseer, te ontleed, krities na te dink en dit aan te spreek om ondersteuning te bied aan die leerbehoeftes van leerders;*
- *die vermoë om na te dink oor die waardes, etiese gedrag en verantwoordbaarheid van besluite wat relevant is vir die praktyk van onderrig en evaluering in 'n 21ste-eeuse klaskamer in Suid-Afrika;*
- *relevante paradigmas vir huistaalonderrig en -assessering te identifiseer en toepaslike assesseringsinstrumente te kies wat effektief gebruik kan word tydens die beplanning van lesse/aktiwiteite volgens die skoolkurrikulum;*
- *die implementering van 'n toepaslike prosedure/metode en om die effektiwiteit van die implementering van assesseringsteorieë en strategieë in leerder- en onderwyseraktiwiteite te evalueer/beoordeel; en*
- *die vermoë om as deel van 'n span op te tree en toepaslike bydraes te lewer tot die voltooiing van 'n portefeulje van bewyse wat verband hou met die onderrig van Huistaal en medeverantwoordelikheid neem vir die leervordering en die uitkomsrealisering van die span.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ENGV111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: English for the Senior/FET phase teacher: Introduction to Young Adult Literature (YAL)

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Inleiding tot Jong Volwasseneliteratuur (JVL)

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

- understanding and awareness of the structures, linguistic and syntactic features of a range of YAL and children's literature including poetry;
- knowledge and understanding of the aims, objectives, rationale and philosophy underpinning the teaching of English in the Senior/FET curriculum;
- Ability to work effectively with and respect others, by understanding how language is used for a range of audiences and purposes;
- apply theory of language teaching methodology to design appropriate lessons;
- identify, evaluate and solve defined, routine and new problems within the context of YAL and children's literature;
- assessment strategies to evaluate his or her performance or the performance of others;
- take responsibility for his or her learning through completion of workbooks;
- ability to communicate information reliably, accurately and coherently when completing written and oral assignments; and
- gather information from a range of sources, apply basic processes of analysis, synthesis and evaluation when doing research on aspects of YAL and Children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *begrip en bewustheid van die strukture, taalkundige en sintaktiese kenmerke van 'n verskeidenheid van JVL en kinderliteratuur, insluitende poësie;*
- *kennis en begrip van die doelstellings, doelwitte, rasionaal en filosofie wat die onderrig van Engels in die Senior/VOO-kurrikulum ondersteun;*
- *vermoë om effektief te werk en ander te respekteer deur te verstaan hoe taal vir 'n verskeidenheid gehore en doeleindes gebruik word;*
- *die teorie van taalonderrigmetodologie toe te pas om gepaste lesse te ontwerp;*
- *gedefinieerde, roetine en nuwe probleme binne die konteks van JVL en kinderliteratuur te identifiseer, te evalueer en op te los;*
- *assesseringstrategieë om sy of haar prestasie of die prestasie van ander te evalueer;*
- *verantwoordelikheid neem vir sy of haar leer deur die voltooiing van werkboeke;*
- *die vermoë om inligting betroubaar, akkuraat en samehangend te kommunikeer tydens die voltooiing van skriftelike en mondelinge opdragte; en*
- *inligting uit 'n verskeidenheid bronne te versamel, basiese prosesse van analise, sintese en evaluering toe te pas wanneer navorsing oor aspekte van JVL en Kinderliteratuur gedoen word.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English for the Senior/FET Phase Teacher: Linguistics

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Linguistiek

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

- detailed knowledge and understanding of the linguistics of English;
- knowledge and understanding of the grammatical structures of English;
- well-rounded understanding of the acquisition and development of language and literacy;
- evaluate, select and apply appropriate methods – and pedagogical skills that make content accessible to learners;
- apply theory of language teaching methodology to design appropriate lessons;
- present and communicate complex information reliably and coherently using appropriate academic and professional discourse;
- evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information;
- evaluate performance against given criteria, and accurately identify and address his/her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate;
- work effectively in a team or group and take responsibility for his/her decisions and actions;
- ability to take responsibility for the use of resources; and
- understanding of the ethical implications of and awareness of ethical dilemmas such as plagiarism, intellectual property etc.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis en begrip van die linguistiek van Engels;*
- *kennis en begrip van die grammatikale strukture van Engels;*
- *afgeronde begrip van die aanleer en ontwikkeling van taal en geletterdheid;*
- *gepaste metodes te evalueer, selekteer en toepas, en pedagogiese vaardighede wat inhoud vir leerders toeganklik maak;*
- *die teorie van taalonderrigmetodologie toe te pas om toepaslike lesse te ontwerp;*
- *komplekse inligting betroubaar en samehangend aan te bied en te kommunikeer deur gepaste akademiese en professionele diskoers te gebruik;*
- *verskillende bronne van inligting te evalueer en goed ontwikkelde prosesse van analise, sintese en evaluering op daardie inligting toe te pas;*
- *prestasie teen gegewe kriteria te evalueer en sy/haar taakspesifieke leerbehoeftes in 'n gegewe konteks akkuraat te identifiseer en aan te spreek en, waar toepaslik, ondersteuning te verleen aan ander se leerbehoeftes;*
- *effektief in 'n span of groep werk en verantwoordelikheid neem vir sy/haar besluite en optrede;*
- *vermoë om verantwoordelikheid vir die gebruik van hulpbronne te neem; en*
- *begrip van die etiese implikasies van en bewustheid van etiese dilemmas soos plagiaat, intellektuele eiendom, ens.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: English for the Senior/FET phase Teacher: Texts and Context – Studying Poetry and Drama from the Elizabethan to the Victorian Era

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Tekste en Konteks – Bestudering van Literatuur van die Elizabethaanse tot die Victoriaanse Era

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

- detailed knowledge of the major traditions of literature written in English, Elizabethan to Victorian, and an appreciation for the diversity of literary and social voices within those traditions;
- well-rounded understanding of the acquisition and development of language and literacy in the Senior and FET phase;
- ability to evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners;
- ability to apply theory of language teaching methodology to design appropriate lessons;
- ability to present and communicate complex information reliably and coherently, using appropriate academic and professional discourse;
- an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves and their learners as situated historically and culturally;

- ability to evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information;
- ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate;
- ability to work effectively in a team or group, take responsibility for his or her decisions and actions and take responsibility for the use of resources; and
- awareness and understanding of such aspects as social norms and their relation to social issues.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis van die belangrikste tradisies van letterkunde wat in Engels geskryf is, Elizabethaanse en Victoriaanse, en 'n waardering vir die verskeidenheid van literêre en sosiale stemme binne daardie tradisies;*
- *afgeronde begrip van die aanleer en ontwikkeling van taal en geletterdheid in die Senior en VOO-fase;*
- *vermoë om toepaslike metodes te evalueer, te kies en toe te pas – en pedagogiese vaardighede wat inhoud vir leerders toeganklik maak;*
- *die vermoë om die teorie van taalonderrigmetodologie te kan toepas om gepaste lesse te ontwerp;*
- *die vermoë om komplekse inligting betroubaar en samehangend aan te bied en te kommunikeer deur gepaste akademiese en professionele diskoers te gebruik;*
- *die vermoë om tekste te lees in verhouding tot hul historiese en kulturele kontekste, ten einde 'n beter begrip van beide teks en konteks te verkry, en om hulleself bewus te maak van hulself en hul leerders histories en kultureel;*
- *die vermoë om verskillende bronne van inligting te evalueer en goed ontwikkelde prosesse van analise, sintese en evaluering op daardie inligting toe te pas;*
- *die vermoë om prestasie teen gegewe kriteria te evalueer en sy/haar taakspesifieke leerbehoeftes in 'n gegewe konteks akkuraat te identifiseer en aan te spreek en waar nodig die ondersteuning vir ander se leerbehoeftes te bied;*
- *die vermoë om effektief in 'n span of groep te werk, neem verantwoordelikheid vir sy of haar besluite en aksies en neem verantwoordelikheid vir die gebruik van hulpbronne; en*
- *bewustheid en begrip van aspekte soos sosiale norme en hul verhouding tot sosiale kwessies.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English for the Senior/FET Phase Teacher: Exploring Key Periods in Literature

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Verkenning van Sleuteltydperke in die Literatuur

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

- detailed knowledge of both literary and non-literary text from the Victorian and early Modern era;
- understanding of different forms of knowledge about the role of ICT in the English classroom, and knowledge and understanding of the methodology underpinning the use of ICT in the classroom;
- ability to evaluate, select and apply appropriate language teaching methodology to design phase and grade appropriate lessons;
- ability to evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information;
- ability to present and communicate complex information reliably and coherently, using appropriate academic and professional discourse in both oral and written assignments;
- an understanding of the ethical implications of plagiarism, cheating, dishonesty as regards intellectual property;
- work effectively in a team or group, take responsibility for his or her decisions and actions;
- ability to take responsibility for the use of resources;
- understanding and awareness of the needs of the 21st century learner; and
- ability to apply knowledge of 21st century assessment theory and strategies and to identify and provide support to the learning needs of others where appropriate.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis van beide literêre en nie-literêre teks uit die Victoriaanse en vroeë-Moderne era;*
- *begrip van verskillende vorme van kennis oor die rol van IT in die Engelse klaskamer, en kennis en begrip van die metodologie wat die gebruik van IT in die klaskamer ondersteun;*
- *die vermoë om gepaste taalonderrigmetodologieë te evalueer, te selekteer en toe te pas om fase- en graad-toepaslike lesse te ontwerp;*
- *die vermoë om verskillende bronne van inligting te evalueer en goed ontwikkelde prosesse van analise, sintese en evaluering op daardie inligting toe te pas;*
- *die vermoë om komplekse inligting betroubaar en samehangend aan te bied en te kommunikeer deur gepaste akademiese en professionele diskoers te gebruik in beide mondelinge en skriftelike opdragte;*
- *begrip van die etiese implikasies van plagiaat, bedrog, oneerlikheid ten opsigte van intellektuele eiendom;*
- *effektief in 'n span of groep werk, verantwoordelikheid neem vir sy of haar besluite en optrede;*
- *vermoë om verantwoordelikheid vir die gebruik van hulpbronne te neem;*
- *begrip en bewustheid van die behoeftes van die 21ste-eeuse leerder; en*
- *die vermoë om kennis van die 21ste-eeuse assesseringsteorieë en -strategieë toe te pas en waar nodig ander se leerbehoeftes te identifiseer en ondersteuning te verskaf.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: English for the Senior/FET Phase Teacher: Literary Theories and Philosophy

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Literêre Teorieë en Filosofie

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

- integrated knowledge of literature and literary analysis;
- detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era;
- integrated understanding of how differences in theoretical framework can produce multiple readings of a text;
- ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from different critical perspectives;
- ability to design and develop strong thesis statements, applying evidence-based solutions and theory-driven arguments
- ability to formulate well-formed arguments, using appropriate academic, discourse;
- ability to present research on literature and philosophy using appropriate research skills and methods of referencing
- ability to validate sources of information – evaluate and manage the information; and
- apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van literatuur en literêre analise;*
- *gedetailleerde kennis van hoe literêre teorie en filosofie gekoppel is en die effek wat die algemeenste filosofie op die literatuur en taalonderrig van 'n era het;*
- *geïntegreerde begrip van hoe verskille in teoretiese raamwerk veelvuldige lesings van 'n teks kan lewer;*

- *die vermoë om krities te reflekteer oor komplekse probleme en dit aan te spreek deur 'n verskeidenheid tekste (skriftelik, mondeling, visueel en kultureel) vanuit verskillende kritiese perspektiewe te ontleed en te interpreteer;*
- *die vermoë om sterk tesis-stellings te ontwerp en te ontwikkel, deur bewysgebaseerde oplossings en teorie-gedrewe argumente toe te pas*
- *die vermoë om goed-gevormde argumente te formuleer deur toepaslike akademiese diskoers te gebruik;*
- *die vermoë om navorsing oor literatuur en filosofie aan te bied deur toepaslike navorsingsvaardighede en verwysingsmetodes te gebruik;*
- *die vermoë om inligtingbronne te bekragtig – evalueer en bestuur die inligting; en*
- *die teorie van taalonderrigmetodologie te kan toepas om fase- en graad-toepaslike lesse te ontwerp.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English for the Senior/FET Phase Teacher: Understanding Text and Context in a Post Modern Era

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Begrip van Teks en Konteks in 'n Postmoderne Era

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

- integrated knowledge and appreciation of how differences in context and historical settings can effect perspectives on both literature and language learning;
- integrated knowledge regarding film analysis and the teaching of visual literacy;
- detailed knowledge of alternative forms of information: digital, graphic, etc.;
- detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era;
- integrated understanding of how differences in theoretical framework can produce multiple readings of a text;
- ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from post-modern and contemporary literature;
- ability to design and develop strong thesis statements applying evidence-based solutions and theory-driven arguments;
- ability to formulate well-formed arguments, using appropriate academic discourse;
- ability to present research using appropriate research skills and methods of referencing;
- ability to validate sources of information – evaluate and manage the information; and
- ability to apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en waardering van hoe verskille in konteks en historiese instellings perspektiewe op beide literatuur en taalleer kan bewerkstellig;*
- *geïntegreerde kennis rakende filmontleding en die onderrig van visuele geletterdheid;*
- *gedetailleerde kennis van alternatiewe vorme van inligting: digitale, grafiese, ens;*
- *gedetailleerde kennis van hoe literêre teorie en filosofie gekoppel is en die effek wat die algemeenste filosofie op die literatuur en taalonderrig van 'n era het;*
- *geïntegreerde begrip van hoe verskille in teoretiese raamwerk veelvuldige lesings van 'n teks kan lewer;*
- *die vermoë om krities te reflekteer oor komplekse probleme en dit aan te spreek deur 'n verskeidenheid tekste (skriftelik, mondeling, visueel en kultureel) vanuit postmoderne en kontemporêre literatuur te ontleed en te interpreteer;*
- *die vermoë om sterk tesis-stellings te ontwerp en te ontwikkel en om bewysgebaseerde oplossings en teorie-gedrewe argumente toe te pas;*
- *die vermoë om goed gevormde argumente te formuleer, deur gepaste akademiese diskoers te gebruik;*
- *die vermoë om navorsing aan te bied deur toepaslike navorsingsvaardighede en verwysingsmetodes te gebruik;*
- *vermoë om inligting te bekragtig – die inligting te evalueer en te bestuur; en*
- *die vermoë om die teorie van taalonderrigmetodologie toe te pas om fase- en graad-toepaslike lesse te ontwerp.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English for the Senior/FET Phase Teacher: South African Literary Foundations and Perspectives

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Suid-Afrikaanse Literêre Grondslae en Perspektiewe

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

- ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature;
- integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning;
- understanding of a range of methods of enquiry in a field;
- ability to critically reflect on and address complex problems, such as techniques and strategies implemented by the authors to question mainstream attitudes and values, through an investigation of questions such as 'How is identity formulated in the margins?";
- ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context;
- ability to take full responsibility for his or her work, decision-making and use of resources;
- ability to communicate in well-formed arguments, using appropriate academic discourse; and
- ability to apply different forms of assessment to self-assess and direct the learning of others.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om 'n verskeidenheid tekste (geskrewe, mondeling, visueel en kultureel) uit die Suid-Afrikaanse letterkunde te lees en te interpreteer;*
- *geïntegreerde kennis en waardering van hoe verskille in kultuur en perspektief literatuur- en taalleer kan beïnvloed;*
- *begrip van 'n reeks ondersoekmetodes in 'n veld;*
- *vermoë om krities te reflekteer en komplekse probleme aan te spreek, soos tegnieke en strategieë wat deur die outeurs geïmplementeer word om hoofstroom houdings en waardes te bevraagteken, deur 'n ondersoek van vrae soos "Hoe word identiteit geformuleer in die kantlyne";*
- *vermoë om inligtingbronne krities te evalueer en die inligting te bestuur deur samehangend en wetenskaplik oor 'n gegewe onderwerp oor 'n werklike probleem in die Suid-Afrikaanse Onderwys-konteks te skryf;*
- *vermoë om volle verantwoordelikheid te aanvaar vir sy of haar werk, besluitneming en gebruik van hulpbronne;*
- *vermoë om in goed gevormde argumente te kommunikeer, deur gepaste akademiese diskoers te gebruik; en*
- *vermoë om verskillende vorme van assessering toe te pas om self te assesseer en die leer van ander te lei.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENGV421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English for the Senior/FET Phase Teacher: Applied Linguistics

Titel: Engels vir die Senior/VOO-Fase Onderwyser: Toegepaste Linguistiek

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

- integrated and well-rounded knowledge of and engagement in the field of Applied Linguistics and Language Teaching in the South African context;
- ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature;
- integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning;
- understanding of a range of methods of enquiry in a field;
- ability to critically reflect on and address complex problems, such as techniques and strategies implemented by the authors to question mainstream attitudes and values, through an investigation of questions such as 'How is identity formulated in the margins?";
- ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context;
- ability to take full responsibility for his or her work, decision-making and use of resources;
- ability to communicate in well-formed arguments, using appropriate academic discourse; and
- ability to apply different forms of assessment to self-assess and direct the learning of others.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde en afgeronde kennis en betrokkenheid op die gebied van Toegepaste Linguistiek en Taalonderrig in die Suid-Afrikaanse konteks;*
- *vermoë om 'n verskeidenheid tekste (geskrewe, mondeling, visueel en kultureel) uit die Suid-Afrikaanse letterkunde te lees en te interpreteer;*
- *geïntegreerde kennis en waardering van hoe verskille in kultuur en perspektief literatuur- en taalleer kan beïnvloed;*
- *begrip van 'n reeks ondersoekmetodes in 'n veld;*
- *vermoë om krities te reflekteer en komplekse probleme aan te spreek, soos tegnieke en strategieë wat deur die outeurs geïmplementeer word om hoofstroom houdings en waardes te bevraagteken, deur 'n ondersoek van vrae soos "Hoe word identiteit geformuleer in die kantlyne";*
- *vermoë om inligtingbronne krities te evalueer en die inligting te bestuur deur samehangend en wetenskaplik oor 'n gegewe onderwerp oor 'n werklike probleem in die Suid-Afrikaanse Onderwys-konteks te skryf;*
- *vermoë om volle verantwoordelikheid te aanvaar vir sy of haar werk, besluitneming en gebruik van hulpbronne;*
- *vermoë om in goed gevormde argumente te kommunikeer, deur gepaste akademiese diskoers te gebruik; en*
- *vermoë om verskillende vorme van assessering toe te pas om self te assesseer en die leer van ander te lei.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENIP212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: English First Additional Language: Folklore and Poetry

Titel: Engels Eerste Addisionele Taal: Volksverhale en Gedigte

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

- knowledge of the nature of language, language acquisition theories and language teaching theories relevant to the field of Second Language Acquisition and Applied Linguistics;
- basic knowledge and informed understanding of the genres of folklore and poetry;
- the ability to apply phonetics and phonology in order to teach the four language skills more effectively in the Intermediate Phase;
- basic knowledge and informed understanding of multilingualism in Intermediate Phase classrooms;
- the ability to access and process information from different sources with a view to promote multilingualism in the classroom; and
- identify acceptable behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright principles.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van die aard van taal, taalverwerwingsteorieë en teorieë vir taalonderrig wat relevant is tot die veld van Tweede Taal-verwerwing en Toegepaste Taalkunde;*
- *basiese kennis en begrip van die genres van Volksverhale en poësie;*
- *die vermoë om fonetiek en fonologie toe te pas om die vier taalvaardighede meer effektief in die Intermediêrefase aan te leer;*
- *basiese kennis en begrip van meertaligheid in die klaskamer in die Intermediêrefase;*
- *die vermoë om inligting uit verskillende bronne te bekom en te verwerk met die oog op die bevordering van meertaligheid in die klaskamer; en*
- *aanvaarbare gedrag binne die akademiese omgewing te identifiseer, insluitend die nakoming van reëls oor plagiaat en outeursregbeginsels.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENIP223**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: English First Additional Language: Shorter Reading Texts in the Intermediate Phase

Titel: Engels Eerste Addisionele Taal: Korter Leestekste in die Intermediêrefase

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

- ability to effectively apply their knowledge of morphology to teach English to L2 learners;
- ability to select the most appropriate methods for teaching the skills of reading and viewing to FAL learners;
- clear understanding of prevalent schools of thought that underpin lesson planning;
- ability to describe the diverse learner profiles and contexts of Intermediate Phase classrooms in order to plan effective lessons for multilingual learners;
- detailed knowledge and clear understanding of the profile of a competent L2 English medium of instruction teacher;
- the ability to gather, analyse, process and integrate characteristics on the genres of various shorter reading texts in order to select, utilise and teach these more effectively in the Intermediate Phase; and
- ability to communicate effectively in a variety of formats (oral, written, visual and electronic) for purposes of group work, collaboration and cooperation in planning lessons and producing teaching resources.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *in staat wees om hul kennis van morfologie effektief toe te pas om Engels aan tweedetaal-leerders te onderrig;*
- *die vermoë om die mees geskikte metodes te kies vir die onderrig van lees- en kykvaardighede aan EAT-leerders;*
- *'n duidelike begrip van heersende denkrigtings wat lesbeplanning onderlê;*
- *die vermoë om die uiteenlopende leerderprofiele en kontekste van die Intermediêrefase-klaskamers te beskryf ten einde effektiewe lesse vir veeltalige leerders te beplan;*
- *gedetailleerde kennis en duidelike begrip om Engels as tweedetaal te onderrig;*

- *die vermoë om eienskappe bymekaar te sit, te ontleed, te verwerk en te integreer in die genres van verskeie korter leestekste om dit meer effektief te kan selekteer, toepas en onderrig in die Intermediêrefase; en*
- *in staat wees om effektief te kommunikeer in 'n verskeidenheid formate (mondeling, skriftelik, visueel en elektronies) vir groepwerkdoeleindes en samewerking om lesse te beplan en onderrighulpbronne te produseer..*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENIP312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title:-English First Additional Language: Drama and Syntax

Titel: Engels Eerste Addisionele Taal: Drama en Sintaksis

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

- integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply syntax in lessons/activities for the FAL classroom;
- insight into the origin and development of the elements of drama for the Intermediate Phase classroom;
- comprehensive knowledge regarding the interpretation and analysis of drama; and the skill to enhance/broaden his/her English drama field of reference by self-regulated reading;
- ability to select, implement and evaluate the correct methods of using drama to promote listening and speaking skills in the FAL classroom;
- appreciation for the limitations of own knowledge, and intellectual curiosity to explore new ideas and approaches to integrate drama when teaching and presenting syntax lessons and activities;
- ability to identify and define a perceived problem within the teaching context in order to design appropriate action research which explores the problem with listening and speaking skills when exploring drama; and
- the ability to take informed action that contributes to sustainable development as a teacher.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese begrip van, sowel as die vermoë om sintaksis te evalueer en toe te pas in lesse/aktiwiteite in die EAT-klaskamer;*
- *insig in die ontstaan en ontwikkeling van die elemente van drama in die Intermediêrefase-klas;*
- *uitgebreide kennis rakende die interpretasie en analise van drama; en die vermoë om sy/haar kennis van Engelse drama onderrig deur selfgereguleerde lees te verbeter/te verbreed;*
- *die vermoë om korrekte metodes vir die gebruik van drama om luister- en praatvaardighede in die EAT-klaskamer te bevorder, te selekteer, te implementeer en te evalueer;*
- *waardering vir die beperkinge van eie kennis, en intellektuele nuuskierigheid om nuwe idees en benaderings te ondersoek om drama te integreer tydens die onderrig en aanbieding van sintaksislesse en -aktiwiteite;*
- *die vermoë om 'n waargenome probleem binne die onderwyskonteks te identifiseer en te definieer ten einde toepaslike aksienavorsing te ontwerp wat die probleem met luister- en praatvaardighede ondersoek tydens drama eksplorasie; en*
- *die vermoë om ingeligte optrede te onderneem wat bydra tot volhoubare ontwikkeling as onderwyser.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENIP322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English First Additional Language: Visual Literacy in the 21st century classroom

Titel: Engels Eerste Addisionele Taal: Visuele Geletterdheid vir 21ste eeu klaskamer

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply semantics and pragmatics;
- ability to select the most appropriate methods for teaching visual literacy in the Intermediate Phase classroom;
- application skills of the knowledge of pragmatics and semantics in the teaching of visual literacy in the EFAL classroom;
- ability to analyse and evaluate visual literature relevant to the Intermediate Phase;
- the ability to discuss and to critically evaluate the ethical implications of semantic and pragmatic aspects of English in diverse environments, but especially in the school environment;
- advanced ability to effectively implement the knowledge of pragmatics and semantics when designing visual literacy lesson/activities;
- the ability to select, critically evaluate and to apply relevant teaching and language learning theories, as well as to compare this with tendencies in the current teaching practice with regard to the teaching of EFAL;
- the ability to communicate verbally or in writing and via appropriate technologies and media in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism; and
- ability to be self-directed and lifelong learners, who are able to work independently, utilise resources effectively, and exercise initiative.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip van, sowel as die vermoë om semantiek en pragmatiek akkuraat te evalueer en toe te pas;*
- *die vermoë om die mees geskikte metodes te kies vir die onderrig van visuele geletterdheid in die klas vir die Intermediêrefase;*
- *toepassingsvaardighede van die kennis van pragmatiek en semantiek in die onderrig van visuele geletterdheid in die EEAT-klaskamer;*
- *die vermoë om visuele literatuur relevant tot die Intermediêrefase te analiseer en te evalueer;*
- *die vermoë om die etiese implikasies van die semantiese en pragmatiese aspekte van Engels in verskillende omgewings, maar veral in die skoolomgewing, te bespreek en krities te evalueer;*
- *gevorderde vermoë om kennis van pragmatiek en semantiek effektief te implementeer tydens die ontwerp van visuele geletterdheidsles/-aktiwiteite;*
- *die vermoë om relevante teorieë vir onderrig en taalleer te selekteer, krities te evalueer en toe te pas, en dit te vergelyk met neigings in die huidige onderrigpraktyk met betrekking tot EEAT-onderrig;*
- *die vermoë om mondelings of skriftelik en deur middel van toepaslike tegnologieë en media op 'n akkurate en samehangende wyse te kommunikeer, met inagneming van kopieregbeginsels en die nakoming van die reëls oor plagiaat; en*
- *in staat wees om selfgerigte en lewenslange leerders te wees wat onafhanklik kan werk, hulpbronne effektief kan gebruik en inisiatief kan beoefen.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENIP412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: English First Additional Language: Text and Context

Titel: Engels Eerste Addisionele Taal: Teks en Konteks

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

- integrated knowledge theories within the field of Applied Linguistics related to knowledge within the field of second language teaching and learning with a view to critically evaluate their own teaching practice;

- advanced ability to effectively apply lesson planning and presentation skills with a view to teach writing and presenting skills in the FAL classroom;
- to analyse, critically reflect on and address challenges related to the diversity of the learner profiles and contexts of FAL classrooms in South Africa and apply practice-driven strategies to address these challenges;
- ability to position own knowledge and understanding within the context of a multilingual and multicultural society for example by applying multilingual pedagogies in the EFAL classroom;
- advanced ability to effectively implement fair and valid assessment practices and practices for feedback with a view to improving the language skills of FAL learners; and
- ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts such as assigned small groups in class or in bigger syndicate groups.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennisteorieë binne die veld van Toegepaste Linguistiek rakende kennis binne die veld van tweedetaalonderrig en –leer, met die oog op die kritiese evaluering van hul eie onderrigpraktyk;*
- *gevorderde vermoë om lesbeplanning en aanbiedingsvaardighede effektief toe te pas met die oog op die onderrig van skryf- en aanbiedingsvaardighede in die EAT-klaskamer;*
- *die vermoë om uitdagings met betrekking tot die diversiteit van studenteprofiele en -kontekste in die EAT-klaskamers in Suid-Afrika te analiseer, krities te reflekteer en dit aan te spreek, en praktykgedrewe strategieë toe te pas om hierdie uitdagings aan te spreek;*
- *die vermoë om eie kennis en begrip binne die konteks van 'n meertalige en multikulturele samelewing te posisioneer, byvoorbeeld deur meertalige pedagogieë in die EEAT-klaskamer toe te pas;*
- *gevorderde vermoë om billike en geldige assesseringspraktyke te implementeer, sowel as praktyke vir terugvoering ten einde die taalvaardighede van EAT-leerders te verbeter; en*
- *die vermoë om effektief met ander te kommunikeer en saam te werk, en om deel te neem in 'n span, binne uiteenlopende sosiale, kulturele en taalkontekste, soos klein groepies in die klas of in groter sindikaatgroepe.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ENIP422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: English First Additional Language: An Intergrated approach

Titel: Engels Eerste Addisionele Taal: 'n Geïntegreerde Benadering

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

- integrated knowledge and logical understanding of, as well as an ability to correctly evaluate and apply the assessment plans and outcomes as prescribed by the school curriculum the field of FAL;
- advanced ability to effectively apply assessment and moderation strategies with a view to enhance the teaching and learning of language structures in the FAL classroom;
- the ability to identify, analyse, critically reflect on and address complex problems/issues/challenges related to planning a lesson in the 21st century FAL classroom in South Africa to provide support to the learning needs of learners;
- the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of teaching and assessing in a 21st century classroom in South Africa;
- identify the paradigms relevant to FAL teaching and assessment and select appropriate assessment tools that can be used effectively when planning lessons/activities according to the school curriculum;
- the implementation of an appropriate procedure / method and to evaluate/judge the measure of effectiveness of the implementation of assessment theories and strategies in learner and teacher activities; and
- the ability to operate as part of a team and make appropriate contributions to successfully completing a portfolio of evidence related to teaching FAL and taking co-responsibility for the learning progress and outcome realisation of the team.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en logiese begrip van, sowel as die vermoë om assesseringsplanne en -uitkomste, soos voorgeskryf deur die skoolkurrikulum op die gebied van EAT, akkuraat te evalueer en toe te pas;*
- *gevorderde vermoë om assesserings- en modereringstrategieë effektief toe te pas met die oog op die verbetering van die onderrig en leer van taalstrukture in die EAT-klaskamer;*
- *die vermoë om ingewikkelde probleme/kwessies/uitdagings wat verband hou met die beplanning van 'n les in die EAT-klaslokaal in die 21ste eeu in Suid-Afrika te identifiseer, te ontleed, krities na te dink en die student se leerbehoeftes te ondersteun;*
- *die vermoë om na te dink oor die waardes, etiese gedrag en verantwoordbaarheid van besluite wat relevant is vir die praktyk van onderrig en evaluering in 'n 21ste-eeuse klaskamer in Suid-Afrika;*
- *die toepaslike paradigmas vir EAT-onderrig en -assessering te identifiseer en toepaslike assesseringsinstrumente te kies wat effektief gebruik kan word by die beplanning van lesse/aktiwiteite volgens die skoolkurrikulum;*
- *die implementering van 'n toepaslike prosedure/metode en om die effektiwiteit van die implementering van assesseringsteorieë en strategieë in leerder- en onderwyseraktiwiteite te evalueer/beoordeel; en*
- *die vermoë om as deel van 'n span saam te werk en toepaslike bydraes te lewer tot die voltooiing van 'n portefeulje van bewyse wat verband hou met die onderrig van EAT en medeverantwoordelikheid neem vir die leervordering en die uitkomsrealisering van die span.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: EODA211	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Observing, Documenting and Assessing in the Early Years

Titel: Waarneming, Dokumentering en Assessering in die Vroeë Jare

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

- detailed knowledge of pedagogy, assessment and the link between the two;
- analysis of effective assessment principles and practices;
- application of appropriate methods, procedures and techniques for child observation and identification of young children at risk;
- collating of information (documentation) and applying solutions based on evidence to be a responsive and ethical assessor to different stakeholders;
- critical evaluation of local and international tools and procedures for testing children in the early years.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis van pedagogie, assessering en die verband tussen dié twee;*
- *ontleding van effektiewe assesseringsbeginsels en -praktyke;*
- *toepassing van toepaslike metodes, prosedures en tegnieke vir kinderwaarneming en identifisering van jong kinders wat gevaar loop;*
- *versameling van inligting (dokumentasie) en toepassing van oplossings gebaseer op bewyse om 'n responsiewe en etiese assessor vir verskillende belanghebbendes te wees;*
- *kritiese evaluering van plaaslike en internasionale hulpmiddels en prosedures om kinders in die vroeë jare te toets.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EPED371	Semester 1&2	NQF-level / *NKR-vlak*: 6

Title: Pedagogy in the Early Years

Titel: Pedagogiek in die Vroeë Jare

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

- detailed knowledge and understanding of the link between curriculum and pedagogy which is transformative;
- the ability to select, evaluate and effectively implement pedagogical theories that influence early years' practice;
- detailed knowledge and understanding of the concept of transformative pedagogy for learning and teaching with play as foundation;
- the ability to select, evaluate and implement learning opportunities for a transformative pedagogy for teaching and learning;
- the ability to apply knowledge of planning and implementing a transformative pedagogical approach for babies, toddlers and young children (activities, learning environment, schedules, routines, transitions, working with parents daily and families).

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis en begrip van die verband tussen kurrikulum en pedagogie wat transformerend is;*
- *die vermoë om pedagogiese teorieë wat vroeë jare se praktyk beïnvloed, te kies, te evalueer en effektief te implementeer;*
- *uitvoerige kennis en begrip van die konsep van transformatiewe pedagogie vir leer en onderrig met speel as grondslag;*
- *die vermoë om leergeleenthede vir 'n transformerende pedagogie vir onderrig en leer te kies, te evalueer en te implementeer;*
- *die vermoë om kennis van beplanning en implementering van 'n transformerende pedagogiese benadering vir babas, kleuters en jong kinders (aktiwiteite, leeromgewing, skedules, roetines, oorgange, daaglikse werk met ouers en gesinne) toe te pas.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EPFC221	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Building Partnerships with Families and Communities

Titel: Bou Vennootskappe met Gesinne en Gemeenskappe

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

- detailed knowledge of Ubuntu and partnerships, working with culturally diverse families and young children within different family structures;
- detailed knowledge of strategies to promote Ubuntu principles with families supporting children in different ECCE models (centre, home and community- based);
- interaction and collaboration with others in diverse cultural and linguistic contexts;
- support for young children's learning and development in partnership with families and communities;
- well-developed networking and negotiation skills, based on ethical principles, within the ECCE setting.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis van Ubuntu en vennootskappe, werk met kultureel diverse gesinne en jong kinders binne verskillende gesinstrukture;*
- *uitvoerige kennis van strategieë om Ubuntu-beginsels onder gesinne te bevorder wat kinders in verskillende VKSO-modelle (sentrum-, tuis- en gemeenskapsgebaseerd) ondersteun;*
- *interaksie en samewerking met andere in diverse kulturele en linguistiese kontekste;*
- *ondersteuning vir jong kinders se leer en ontwikkeling in vennootskap met gesinne en gemeenskappe;*
- *goed ontwikkelde netwerk- en onderhandelingsvaardighede, gebaseer op etiese beginsels, binne die VKSO-omgewing.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EPMD322	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Perceptual and Motor Development in Early Childhood Care and Education (Birth - 4)

Titel: Perseptuele en Motoriese Ontwikkeling in Vroeë Kinderversorging en -Opvoeding (Geboorte - 4)

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

- detailed knowledge and clear understanding regarding the different components of perceptual motor development in the early years;
- understanding of contested knowledge into the different activities to develop perceptual motor skills in the early years;
- an ability to select, evaluate and effectively apply appropriate gross and fine motor development in the early years;
- an ability to select, evaluate and effectively apply appropriate methods, procedures and techniques to design activities to develop skills for perceptual motor development in the early years.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis en duidelike begrip rakende die verskillende komponente van perseptueel-motoriese ontwikkeling in die vroeë jare;*
- *'n begrip van betwiste kennis rakende die verskillende aktiwiteite om perseptueel-motoriese vaardighede in die vroeë jare te ontwikkel;*
- *'n vermoë om toepaslike groot- en fynmotoriese ontwikkeling in die vroeë jare te kies, te evalueer en effektief toe te pas;*
- *'n vermoë om toepaslike metodes, prosedures en tegnieke te kies, te evalueer en effektief toe te pas om aktiwiteite te ontwerp om vaardighede vir perseptueel-motoriese ontwikkeling in die vroeë jare te ontwikkel.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: EPSY221	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Understanding Psychology in the Early Years

Titel: Verstaan Sielkunde in die Vroeë Jare

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

- detailed knowledge and understanding of the nervous system;
- detailed knowledge and understanding of the types of learning and the human memory;
- the ability to distinguish between the different cognition and intelligence processes;
- ability to select and reflect on motivational and emotional theories and concepts;
- an ability to apply different perspectives on the nature of personality and the child's behaviour in the social context; and
- detailed knowledge and understanding of the three major categories of psychological disorder in the baby, toddler and young child.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *uitvoerige kennis en begrip van die senuweestelsel;*
- *uitvoerige kennis en begrip van die tipes leer en die menslike geheue;*
- *die vermoë om tussen die verskillende kognisie- en intelligensieprosesse te onderskei;*
- *vermoë om teorieë en konsepte van motivering en emosies te kies en daaroor te besin;*

- *'n vermoë om verskillende perspektiewe oor die aard van persoonlikheid en die kind se gedrag in die sosiale konteks toe te pas; en*
- *uitvoerige kennis en begrip van die drie hoofkategorieë van sielkundige versteurings by die baba, kleuter en jong kind.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: ESCI411	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Science in the Early Years

Titel: Wetenskap in die Vroeë Jare

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

- integrated knowledge and understanding of the different theorists and their influence on our understandings of early scientific development;
- integrated knowledge and understanding of fundamental knowledge of theorists that guide how children learn;
- the ability to analyse and critically reflect on the scientific development of the child including early expectations in science;
- the ability to evaluate and critically interrogate the importance of exploration in the scientific process; exploring, observations, what to investigate, resources for investigation;
- the ability to identify and critically evaluate opportunities of science within the ECCE Curriculum;
- integrated knowledge and understanding of science in the early years and differentiating characteristics of unsystematic and unproductive early explorations and mature scientific development;
- integrated knowledge and understanding of factors that affects children's knowledge and understanding of the world.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *geïntegreerde kennis en begrip van die verskillende teoretici en hulle invloed op ons begrip van vroeë wetenskaplike ontwikkeling;*
- *geïntegreerde kennis en begrip van fundamentele kennis van teoretici wat rig hoe kinders leer;*
- *die vermoë om die wetenskaplike ontwikkeling van die kind te ontleed en krities te oordink, ingeslote vroeë verwagtinge in wetenskap;*
- *die vermoë om die belangrikheid van verkenning in die wetenskaplike proses te evalueer en krities daarmee om te gaan; verkenning, waarnemings, wat om te ondersoek, hulpbronne vir ondersoek;*
- *die vermoë om geleenthede van wetenskap binne die VKSO-kurrikulum te identifiseer en krities te evalueer;*
- *geïntegreerde kennis en begrip van wetenskap in die vroeë jare en onderskeid van kenmerke van onstelselmatige en onproduktiewe vroeë verkennings en volwaardige wetenskaplike ontwikkeling;*
- *geïntegreerde kennis en begrip van faktore wat kinders se kennis en begrip van die wêreld beïnvloed.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **ETEE213**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Electrical Technology for Teachers: Basic Electronics

Titel: Elektriese Tegnologie vir Onderwysers: Basiese Elektronika

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

- detailed knowledge of the learning strategies in Electrical Technology;
- detailed knowledge of the interpretation and implementation of National Policy documents;
- basic knowledge of Electrical Technology, specifically in the Electronic field; and
- basic knowledge with regard to the school curriculum and an ability to unpack the specialised content.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die leerstrategieë ten opsigte van Elektriese Tegnologie;*
- *grondige kennis aangaande die interpretering en implementering van Nasionale Beleidsdokumente;*
- *basiese kennis aangaande Elektriese Tegnologie, spesifiek binne die Elektroniese veld; en*
- *basiese kennis aangaande die skoolkurrikulum, asook 'n grondige begrip aangaande die gespesialiseerde inhoud.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Electrical Technology: Electromagnetism

Titel: Elektriese Tegnologie: Elektromagnetisme

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

- demonstrate detailed knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET and FET phases;
- evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET and FET phases; and
- demonstrate the ability to select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET and FET phases.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die algemene veld van die elektroniese ingenieursindustrie, asook spesifieke insig in aspekte, soos toepaslik op Elektriese Tegnologie as skoolvak in die AOO- en VOO-fases, te kan demonstreer;*
- *toepaslike formules en berekenings te kan evalueer, toepas en op praktiese wyse te kan verduidelik, ten einde gekontekstualiseerde elektriese ingenieursprobleme, soos van toepassing op die voorgeskrewe kurrikulum in die AOO- en VOO-fases, te kan oplos;*
- *op 'n eties-verantwoordbare wyse in die werksplek te kan optree, asook om tot 'n veilige werkskonteks te kan bydra;*
- *grondige kennis aangaande en gehoorsaming aan verantwoordbare optrede, volgens voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die elektriese tegnologiekonteks as 'n skoolvak in die AOO- en VOO-fases, te kan demonstreer; en*
- *die vermoë om toepaslike en vakspesifieke onderrigmetodologieë en -strategieë aangaande Elektriese Tegnologie in die AOO- en VOO-fases te kan selekteer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Electrical Technology: Alternating Current Circuits

Titel: Elektriese Tegnologie: Wisselstroombane

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

- demonstrate integrated knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to electrical technology as a school subject in the GET and FET phases;
- demonstrate the ability to evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;
- behave in an ethically accountable manner in the work place and also contribute to a safe work environment;
- demonstrate an integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET and FET phases; and
- select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET and FET phases.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande die algemene veld van die elektriese ingenieursindustrie, asook spesifieke insig in aspekte, soos toepaslik op Elektriese Tegnologie as skoolvak in die AOO- en VOO-fases, te kan demonstreer;*
- *toepaslike formules en berekenings te kan evalueer, toepas en op praktiese wyse te kan verduidelik, ten einde gekontekstualiseerde elektriese ingenieursprobleme, soos van toepassing op die voorgeskrewe kurrikulum in die AOO- en VOO-fases, te kan oplos;*
- *op 'n eties-verantwoordbare wyse in die werksplek te kan optree, asook om tot 'n veilige werkskonteks te kan bydra;*
- *geïntegreerde kennis aangaande en gehoorsaming aan verantwoordbare optrede, volgens voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die elektriese tegnologiekonteks as 'n skoolvak in die AOO- en VOO-fases, te kan demonstreer; en*
- *die vermoë om toepaslike en vakspesifieke onderrigmetodologieë en -strategieë aangaande Elektriese Tegnologie in die AOO- en VOO-fases te kan selekteer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Electrical Technology for Teachers: Electronics II (Semiconductor Devices)

Titel: Elektriese Tegnologie vir Onderwysers: Elektronika II (Semi-Geleidingstoestelle)

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

- integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Electrical Technology;
- integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;
- displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Electrical Technology while promoting acceptable social values and principles; and
- being able to assess learners in reliable and varied ways and to utilise the assessment results in order to improve their teaching of Electrical Technology, presented at university level (research skills); and knowledge of presenting FET technology subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis en begrip aangaande, sowel as die vermoë om vakverwante terminologie, konsepte, feite, verskynsels en reëls korrek te kan evalueer en toepas, soos spesifiek van toepassing op die Elektriese Tegnologiekonteks;*
- *geïntegreerde kennis, asook die vermoë om die Nasionale Beleidsdokumente en die doeltreffende implementering van vakspesifieke kurrikulumvereistes, soos die organisering van klaskameraktiwiteite, praktiese sessies en assesseringskriteria, te kan interpreteer, implementeer en evalueer;*
- *die uitleef van 'n positiewe werksetiek en toepaslike optrede wat by die onderwysprofessie pas, dit uitbou en ontwikkel en bydra tot die doeltreffende onderrig van Elektriese Tegnologie, asook die bevordering van aanvaarbare sosiale waardes en beginsels; en*
- *die vermoë om leerders op betroubare en veelvuldige wyses te kan assesseer, asook om die assesseringsresultate te kan gebruik, ten einde hulle onderrig van Elektriese Tegnologie, soos op universiteitsvlak aangebied (navorsingsvaardighede), asook kennis van die aanbieding van VOO-tegnologievakke, te kan verbeter.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE414**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Electrical Technology for Education Students (Digital I)

Titel: Elektriese Tegnologie vir Onderwysstudente (Digitaal I)

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

- detailed knowledge and solid understanding and insight of the field of Electrical Technology that applies to computer principles and binary systems in the digital systems of the school curriculum;
- demonstrate, with the help of all relevant electronic principles and processes, how to convert Boolean algebra in logic circuits, how to design Logic combination systems and show appropriate practical skills in the module;
- the ability to access, process and manage information in both theoretical and practical contexts, with thorough knowledge of the compositions of digital devices, with theory pertaining combination logics in the design of control systems;
- demonstrate knowledge of assessment in Electrical Technology by planning various assessment types, both formal and informal; and
- knowledge of assessment for- and of learning, by applying theory and skills gained in the fundamental educational modules in presenting the subject Electrical Technology in the school environment.

By voltooiing van hierdie module behoort die student die volgende te kan toon:

- gedetailleerde kennis en goeie begrip en insig van die veld van Elektriese Tegnologie wat van toepassing is op rekenaarbeginsels en binêre stelsels in die digitale stelsels van die skoolkurrikulum;
- met behulp van alle relevante elektroniese beginsels en prosesse te demonstreer hoe om Boole-algebra in logiese stroombane om te skakel, hoe om logika-kombinasiestelsels te ontwerp en toepaslike praktiese vaardighede in die module te toon;
- die vermoë om inligting in beide teoretiese en praktiese kontekste te bekom, te verwerk en te bestuur, met grondige kennis van die samestellings van digitale toestelle, met teorie rakende kombinasielogika in die ontwerp van beheerstelsels;
- kennis van assessering in Elektriese Tegnologie te demonstreer deur verskeie assesseringstipes, beide formeel en informeel, te beplan; en
- kennis van assessering vir- en van leer, deur die toepassing van teorie en vaardighede verwerf in die fundamentele opvoedkundige modules in die aanbieding van die vak Elektriese Tegnologie in die skoolomgewing.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE415**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Electrical Technology for Education Students (Power Systems III)

Titel: Elektriese Tegnologie vir Onderwysstudente (Kragstelsels III)

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

- demonstrate thorough knowledge, understanding, and insight of the field of Electrical Technology that applies to power systems of the FET phase school curriculum (CAPS);
- explain and describe methods and the advantages of power-factor correction. Mathematically analyse and, where necessary, graphically solve all power-factor values of different components and circuits and teach learners (determine the capacitive value);
- demonstrate your knowledge, application skill and insight in connection with all related concepts and calculations of complex alternating-current circuits and solve them mathematically according to j-notation and graphically;
- demonstrate knowledge and skills in connection with the composition of a three-phase transformer, as well as successfully solve all calculations regarding transformers;
- explain the composition and operation of the various lighting apparatus, as well as doing the schematic representation; and
- evaluate teaching methods and select the suitable method for a specific outcome and to substantiate the choice; act in an ethically responsible manner in a theory room or workshop and accompany your learners to act with the necessary respect towards fellow students and dangerous apparatus.

By voltooiing van hierdie module behoort die student die volgende te kan toon:

- demonstreer deeglike kennis, begrip en insig van die veld van Elektriese Tegnologie wat van toepassing is op kragstelsels van die VOO-fase-skoolkurrikulum(KABV);
- verduidelik en beskryf metodes en die voordele van drywingsfaktor-korreksie. Alle drywingsfaktorwaardes van verskillende komponente en stroombane wiskundig ontleed en, waar nodig, dit grafies oplos en leerders onderrig (bepaal die kapasitiewe waarde);
- kennis, toepassingsvaardigheid en insig in verband met alle verwante konsepte en berekeninge van komplekse wisselstroombane te demonstreer en dit wiskundig volgens j-notasie en grafies op te los;
- kennis en vaardighede in verband met die samestelling van 'n driefase-transformator te demonstreer, asook alle berekeninge met betrekking tot transformators suksesvol op te los;
- die samestelling en werking van die verskillende beligtingsapparate te verduidelik, asook die skematiese voorstelling te doen; en
- onderrigmetodes te evalueer en die geskikte metode vir 'n spesifieke uitkoms te kies en die keuse te staaf; tree eties verantwoordelik op in 'n teorielokaal of werkswinkel en vergesel u leerders om met die nodige respek teenoor medestudente en gevaarlike apparate op te tree.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE424**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Electrical Technology for Education Students (Digital II)

Titel: Elektriese Tegnologie vir Onderwysstudente (Digitaal II)

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

- detailed knowledge and solid, grounded understanding and insight of sequential and memory systems in the field of Electrical Technology that applies to digital system of the school curriculum;
- demonstrate, with the help of all relevant electronic and logic combination circuits and principles and processes, logical design programming;
- the ability to make use of sequential and memory circuits in a real live problem base application, by applying the technology process which lead to a designed project in a digital environment;
- sound knowledge of programming methods needed in the programming of sequential based problems in electrical control;
- use various subject methodology aspects for advanced planning, by identifying the different types of Electrical Technology specialisations and have a sound knowledge of Lesson planning;
- the use of ICT enhanced teaching and learning strategies suitable for Electrical Technology, specifically short term planning; and
- different aspects of management and organisational activities in the Electrical Technology classroom and laboratory.

By voltooiing van hierdie module behoort die student die volgende te kan toon:

- gedetailleerde kennis en soliede, gefundeerde begrip en insig van sekwensiële en geheuestelsels in die veld van Elektriese Tegnologie wat van toepassing is op digitale stelsel van die skoolkurrikulum;
- met behulp van alle relevante elektroniese en logiese kombinasiestroombane en beginsels en prosesse, logiese ontwerpprogrammering te demonstreer;
- die vermoë om gebruik te maak van sekwensiële en geheuestroombane in 'n werklike lewensgetroue probleembasistoepassing, deur die tegnologieproses toe te pas wat gelei het tot 'n ontwerpte projek in 'n digitale omgewing;
- grondige kennis van programmeringsmetodes wat nodig is in die programmering van sekwensiële gebaseerde probleme in elektriese beheer;
- verskeie vakmetodologiese aspekte vir vooruit beplanning te gebruik, deur die verskillende tipes Elektriese Tegnologie-spesialisasies te identifiseer en 'n grondige kennis van lesbeplanning te hê;
- die gebruik van IKT-verbeterde onderrig- en leerstrategieë geskik vir Elektriese Tegnologie, spesifiek korttermynbeplanning; en
- verskillende aspekte van bestuurs- en organisatoriese aktiwiteite in die Elektriese Tegnologie-klaskamer en -laboratorium.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ETEE425**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Electrical Technology for Education Students (Power and PLC Application)

Titel: Elektriese Tegnologie vir Onderwysstudente (Kragstelsels en PLB Toepassing)

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

- demonstrate thorough knowledge, understanding, and insight of the field of Electrical Technology that applies to power systems of the FET Phase school curriculum (CAPS);
- apply all safety measures and, where possible, demonstrate them in practice;
- demonstrate through the help of schematic diagrams how to design and wire different motor starters and conversion of relay circuits;
- demonstrate through the help of the block diagram the main components of a PLC;
- explain the advantages of PLC over hard-wired logic control;
- demonstrate through the help of schematic diagrams how to design and wire different motor starters and conversion of relay circuits into ladder logic diagrams for PLC practicals;
- demonstrate with the aid of a personal computer (PC), design and write a simple ladder logic diagram that will be able to control a three- phase motor (direct-online starter, forward and reverse, star-delta starter, sequential starting);
- demonstrate the principle of operaion for the variable speed drives;
- demonstrate the process of the regenerative braking in a VSD system when the momentum of a load starts to drive a motor;
- demonstrate and understanding of vector drives as a method of speed control; and
- demonstrate thorough knowledge of the necessary precautions that must be considered when working with a VSD.

By voltooiing van hierdie module behoort die student die volgende te kan toon:

- grondige kennis, begrip en insig te demonstreer van die veld van Elektriese Tegnologie wat van toepassing is op kragstelsels van die VOO-fase-skoolkurrikulum (KABV);

- alle veiligheidsmaatreëls toe te pas en, waar moontlik, dit in die praktyk te demonstreer;
- met behulp van skematiese diagramme te demonstreer hoe om verskillende motoraansitters en omskakeling van aflosstroombane te ontwerp en bedraad;
- met behulp van die blokdiagram die hoofkomponente van 'n PLC te demonstreer;
- die voordele van PLC bo vaste-bedrade logikabeheer te verduidelik;
- met behulp van skematiese diagramme te demonstreer hoe om verskillende motoraansitters te ontwerp en te bedraad en omskakeling van afloskringe in leerlogikadiagramme vir PLC-prakties;
- demonstreer met behulp van 'n persoonlike rekenaar (rekenaar), ontwerp en skryf 'n eenvoudige leerlogika-diagram wat 'n driefasemotor sal kan beheer (direkte-aanlynaansitter, vorentoe en agtertoe, ster-driehoekaansitter, opeenvolgende aanskakeling) ;
- die beginsel van werking vir die veranderlike spoed aandrywings te demonstreer;
- die proses van die regeneratiewe rem in 'n VSD-stelsel te demonstreer wanneer die momentum van 'n vrag 'n motor begin aandryf;
- vektoraandrywings as 'n metode van spoedbeheer te demonstreer en te verstaan; en
- deeglike kennis te demonstreer van die nodige voorsorgmaatreëls wat in ag geneem moet word wanneer met 'n VSD gewerk word.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: EWBC121	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Well-being in Early Childhood

Titel: Welstand in die Vroeë Kinderjare

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

- Knowledge and informed understanding through engaging with theories and concepts of well-being;
- The ability to select, plan, implement and manage with information about young children's well-being through situation analysis;
- Knowledge and informed understanding of appropriate social and learning values; and
- The ability to select, plan, implement and manage indigenous resources to design, plan, implement, evaluate and reflect on meaningful play experiences for the development of physical, social and emotional well-being.

Ná voltooiing van hierdie module moet die student die volgende kan demonstreer:

- *kennis en 'n ingeligte begrip deur om te gaan met teorieë en konsepte van welstand;*
- *die vermoë om inligting oor jong kinders se welstand deur middel van situasie-analise te kies, te beplan, te implementeer en te bestuur;*
- *kennis en 'n ingeligte begrip van toepaslike sosiale en leerwaardes; en*
- *die vermoë om inheemse hulpbronne te kies, te beplan, te implementeer en te bestuur om betekenisvolle speelervarings te beplan, te implementeer, te evalueer en te oordink vir die ontwikkeling van fisieke, sosiale en emosionele welstand.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **FETC111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Structures in Technology as Part of Core Content Topics of Senior Phase Technology

Titel: Strukture in Tegnologie as Deel van Kerninhoud-Temas van Seniorfase Tegnologie

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

- detailed knowledge and understanding of the definition, classification, purpose and types of structures;
- the ability to identify and effectively apply knowledge about:
  - the nature, properties and usage of different structural members to strengthen structures,
  - all construction materials and its properties, as well as how the type of forces therein affects structures;
- basic knowledge of the Occupational Health and Safety Act as applicable to the Civil Technology workshop and built environment;
- adequate knowledge of all hand tools, power tools and fixed machinery found in the Civil Technology field, and its correct maintenance and uses;
- basic knowledge of cost and calculations for small civil projects;
- the ability to accurately and coherently communicate in written and verbal form while working as part of a group during a problem solving task (bridge building); and
- implementation of subject-didactic knowledge and skills with regard to Civil Technology (structures component)

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die omskrywing, klassifikasie, doelstellings en struktuurtipes;*
- *die vermoë om kennis aangaande die volgende te kan identifiseer en doeltreffendte kan toepas:*
  - *die aard, eienskappe en gebruik van verskillende strukturele dele om strukture te versterk,*
  - *alle konstruksiemateriaal en eienskappe daarvan, sowel as die kragte daarbinne wat 'n uitwerking op strukture het;*
- *basiese kennis van die Wet op Beroepsgesondheid en Veiligheid, soos van toepassing op die Siviele Tegnologiewerkswinkel en die beboude omgewing;*
- *voldoende kennis van alle handgereedskap, kraggereedskap en vaste masjinerie wat in die Siviele Tegnologieveld voorkom, asook die korrekte onderhoud en gebruik daarvan;*
- *basiese kennis van kosteberekenings vir klein siviele projekte;*
- *die vermoë om akkuraat en samehangend, skriftelik en mondelings, as deel van 'n groep, tydens 'n probleemoplossingstaak, te kan kommunikeer (brugbou); en*
- *implementering van vakdidaktiese kennis en vaardighede aangaande Siviele Tegnologie (struktuurkomponent).*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **FETE121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Electrical Technology: Electric Current Theory

Titel: Elektriese Tegnologie: Elektriese Stroomteorie

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

- knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to electrical technology as a school subject in the GET phase;
- ability to explain, evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET phase;
- ability to behave in an ethically accountable manner in the work place and also contribute to a safe work environment;

- knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET phase; and
- ability to select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis aangaande die algemene veld van die elektriese ingenieursindustrie, asook spesifieke insig in aspekte, soos toepaslik vir Elektriese Tegnologie as skoolvak in die AOO-fase, te kan demonstreer;*
- *vermoë om toepaslike formules en berekenings te kan evalueer, toepas en op praktiese wyse te kan verduidelik, ten einde gekontekstualiseerde elektriese ingenieursprobleme, soos van toepassing op die voorgeskrewe kurrikulum in die AOO-fase, te kan oplos;*
- *vermoë om op 'n eties-verantwoordbare wyse in die werksplek te kan optree, asook om tot 'n veilige werkskonteks te kan bydra;*
- *kennis aangaande en gehoorsaming aan verantwoordbare optrede, volgens voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die elektriese tegnologiekonteks as 'n skoolvak in die AOO-fase, te kan demonstreer; en*
- *vermoë om toepaslike en vakspesifieke onderrigmetodologieë en -strategieë aangaande Elektriese Tegnologie in die AOO-fase te kan selekteer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **FETM112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: GET Technology: Mechanisms

Titel: AOO Tegnologie: Meganismes

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

- Thorough knowledge, understanding and insight (verbal and written) regarding the scope, content, principles, use and interpretation of general and specific objectives of the Curriculum and Assessment Policy Document (CAPS) for Technology in the GET phase;
- Basic knowledge (verbal and written) and basic skills in the safe use and maintenance of basic tools and equipment for the presentation of Technology in the GET phase Technolog;
- Basic knowledge (verbal and written) of a variety of engineering materials regarding composition, use, processing and properties;
- Basic knowledge, understanding and insight (verbal and written) in the field of knowledge of Technology with regard to general and specific safety as well as the implementation and evaluation of safety in the workplace in order to create a safe work environment.
- Thorough knowledge (verbal and written) regarding the application of mechanical mechanisms, control systems and systems such as levers, forces, pneumatics, hydraulics, pulleys and gear systems;
- Basic knowledge and understanding (verbal and written) regarding the non-permanent bonding of iron and steel;
- Apply skills and knowledge that you have learned during this semester in a practical way in a problem- solving situation in the school environment during the WIL period;
- Awareness regarding the place, influence, and role of Technology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- Grondige kennis, begrip en insig (verbaal en skriftelik) ten opsigte van die omvang, inhoud, beginsels, gebruik en interpretering van algemene en spesifieke doelstellings van die Kurrikulum en Assesserings Beleidsdokument (KABV) vir Tegnologie in die AOO;
- Basiese kennis (verbaal en skriftelik) en basiese vaardighede in die veilige gebruik en onderhoud van basiese gereedskap en toerusting vir die aanbied van Tegnologie in die AOO fase Tegnologie
- Basiese kennis (verbaal en skriftelik) van 'n verskeidenheid van ingenieursmateriale wat betref samestelling, gebruik, prosessering en eienskappe;
- Basiese kennis, begrip en insig (verbaal en skriftelik) in die veld van kennis van Tegnologie met betrekking tot algemene en spesifieke veiligheid asook die implementering en evaluering van veiligheid in die werksplek ten einde 'n veilige werksomgewing te;
- Deeglike kennis (verbaal en skriftelik) wat betref die toepassing van meganiese meganismes, beheerstelsels en sisteme soos hefbome, kragte, pneumatika, hidroulika, katrolle en ratstelsels
- Basiese kennis en begrip (verbaal en skriftelik) wat betref die nie- permanente hegting van yster en staal / Basic knowledge and understanding (verbal and written) regarding the non-permanent bonding of iron and steel; en
- Vaardighede en kennis wat jy gedurende hierdie semester geleer het op 'n praktiese wyse in 'n probleemoplossingsituasie in die skoolomgewing kan toepas tydens die WIL tydperk
- Bewustheid wat betref die plek, invloed en rol van Tegnologie.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **FETM121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mechanical Technology for Teachers: Mechanical Systems

Titel: Meganiese Tegnologie vir Onderwysers: Meganiese Stelsels

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

- subject knowledge with regard to subject related key terms, concepts, facts and rules that specifically apply to the educational context of Mechanical Technology within the FET phase;
- knowledge of the interpretation and implementation of National Policy documents and the effective implementation of subject specific curriculum requirements such as developing and management of learner portfolios;
- a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;
- being able to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (basic research skills); and
- knowledge of presenting FET and GET technology subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vakkennis aangaande toepaslike sleutelbegrippe, konsepte, feite en reëls, soos spesifiek van toepassing op die onderwyskonteks van Meganiese Tegnologie in die VOO-fase;*
- *kennis aangaande die interpretering en implementering van Nasionale Beleidsdokumente, asook die doeltreffende implementering van vakspesifieke kurrikulumvereistes, soos die ontwikkeling en bestuur van leerderportefeuljes;*
- *die uitleef van 'n positiewe werksetiek en toepaslike optrede wat by die onderwysprofessie pas, dit uitbou en ontwikkel en bydra tot die doeltreffende onderrig van Meganiese Tegnologie, asook die bevordering van aanvaarbare sosiale waardes en beginsels;*
- *die vermoë om leerders op betroubare en veelvoudige wyses te assesseer, asook om die assesseringsresultate te gebruik, ten einde hulle onderrig van Meganiese Tegnologie, soos op universiteitsvlak aangebied (navorsingsvaardighede), te kan verbeter; en*
- *kennis aangaande die aanbieding van VOO- en AOO-tegnologievakke.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **FETP111**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Processing in Technology for Education

Titel: Verwerking in Tegnologie vir Onderwys

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

- demonstrate detailed knowledge and understanding of the processing of materials as part of the technological process;
- select, evaluate and effectively apply knowledge about the nature and usage of different materials from a technological perspective;
- understand the ethical implications of decisions, actions and practices specifically relevant to the choice and design of packaging;
- analyse, evaluate and synthesise information about safety and (food) security and successfully apply conclusions to solve technological problems in society; and
- accurately and coherently communicate in written and verbal form while working independently or as part of a group.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande materiaalverwerking as deel van die tegnologieproses te kan demonstreer;*
- *kennis aangaande die aard en gebruik van verskillende materiale vanuit 'n tegnologiese perspektief te kan selekteer, evalueer en toepas;*
- *die etiese implikasies van besluite, optrede en praktyke, spesifiek aangaande die keuse en ontwerp van verpakking, te kan begryp;*
- *inligting aangaande veiligheid en (voedsel) sekuriteit te kan analiseer, evalueer en sintetiseer, asook om bevindings ter oplossing van tegnologiese probleme in die samelewing te kan toepas; en*
- *akkuraat en samehangend, skriftelik en mondelings, onafhanklik of as deel van 'n groep, te kan kommunikeer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **FETW211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Engineering Technology for Teachers: Mechanical (Welding) Technology

Titel: Ingenieurstegnologie vir Onderwysers: Meganiese (Sweis-) Tegnologie

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

- knowledge and insight regarding all contextual ideas and processes of safety measurements and good house holding in welding technology;
- the uses and maintenance of specific hand tools and machinery;
- ability to describe the construction, characteristics, treatment, protection and tests of different kinds of engineering materials;
- understanding of oxy-acetylene welding;
- correct terminology for all welding and theoretical exercises;
- ability to apply and demonstrate informed understanding of SI units and symbols, as well as SANS standards and the use of correct welding symbols in all diagrams and sketches, testing of joints;
- informed understanding of arc welding, make joints by using different kinds of joint techniques and inspect all joints visually;
- knowledge and accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of personal injury and that of learners within the context of Mechanical Technology as a school subject in the GET and FET phase;
- an understanding of the technological manufacturing process as a means of problem solving to improve products that can enhance our quality of life; and
- ability to select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en insig aangaande alle kontekstuele idees en prosesse van veiligheidsmaatreëls, asook goeie huishouding in Sweistegnologie;*
- *die gebruike en onderhoud van spesifieke handgereedskap en masjinerie;*
- *vermoë om die konstruksie, kenmerke, behandeling, beskerming en toetsing van verskillende tipes ingenieursmateriale te kan beskryf;*
- *begrip van oksi-asetileen sweiswerk;*
- *die korrekte terminologie vir alle sweis- en teoretiese oefeninge;*
- *grondige begrip aangaande S.I.-eenhede en simbole, sowel as SANB-standaarde en die gebruik van korrekte sweissimbole in alle diagramme en sketse, asook toetsing van hegtings;*
- *grondige begrip aangaande boogsweiswerk, en die maak van hegtings deur verskillende tipes hegtingstegnieke te kan gebruik, asook visuele inspeksie van alle hegtings;*
- *kennis aangaande en gehoorsaming aan verantwoordbare optrede, volgens voorgeskrewe prosedures en maatreëls wat veiligheid bevorder en moontlike beseringsrisiko verminder, binne die Meganiese Tegnologiekonteks as 'n skoolvak in die AOO- en VOO-fases;*
- *begrip aangaande die tegnologiese vervaardigingsproses as 'n wyse van probleemoplossing, ten einde produkte wat ons lewenskwaliteit kan verhoog, te kan verbeter; en*
- *vermoë om toepaslike en vakspesifieke onderrigmetodologieë en -strategieë aangaande vervaardiging en hegting in die AOO- en VOO-fases te kan selekteer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **GEOE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Geography Education: Physical, Economic and Population Background of Africa and the RSA

Titel: Geografie vir Onderwys: Fisiese-, Ekonomiese- en Bevolkingsagtergrond van Afrika en die RSA

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

- informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA;
- ability to perform correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa;
- extended knowledge and comprehension of the general concepts in population geography: make correct analyses and meaningful interpretations within this area, as well as doing the recognition, explanation and evaluation of inter-relations between topographical, climatological and man-made phenomena in the RSA;
- ability to evaluate developing economies in Africa, demonstrate insight and comprehension concerning the problems of African countries and also evaluate these problems within the frame of his/her own worldview;
- ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people; and
- ability to plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology.

Practical section:

- Map work skills and presentation techniques: fundamental knowledge, skills, comprehension, insight of map work skills and techniques, cartography and presentation techniques as well as the application thereof in practice.

Methodology:

- ability to interpret the Geography CAPS document;
- competency to plan and present elementary Geography lessons; and
- competency to appropriately use an atlas, mind maps, newspapers, and debates as teaching and learning support material in active self-directed learning experiences.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *ingeligte begrip van die ligging, politieke verspreiding, fisiese eienskappe en ekonomiese tendense van Afrika en die RSA;*
- *die vermoë om korrekte geografiese interpretasies, ontledings, evaluerings en gevolgtrekkings oor die fisiese-, ekonomiese- en politieke aspekte van die RSA en Afrika uit te voer;*
- *uitgebreide kennis en begrip van die algemene begrippe in bevolkingsgeografie: maak korrekte ontledings en sinvolle interpretasies binne hierdie gebied, asook die erkenning, verduideliking en evaluering van interverwantskappe tussen topografiese, klimatologiese en mensgemaakte verskynsels in die RSA;*
- *vermoë om ontwikkelende ekonomieë in Afrika te evalueer, insig en begrip te demonstreer rakende die probleme van Afrika-lande en ook hierdie probleme binne die raamwerk van sy/haar eie wêreldbeskouing te evalueer;*
- *vermoë om kennis op te doen met 'n eties-verantwoordelike houding teenoor Afrika/Suid-Afrika en sy mense; en*
- *vermoë om 'n Geografie-les te beplan ooreenkomstig die korrekte kriteria, wat die vermoë demonstreer om vakkennis met vakmetodologie te integreer.*

Praktiese Afdeling:

- *Karteringsvaardighede en aanbiedingstegnieke: fundamentele kennis, vaardighede, begrip, insig van karteringsvaardighede en -tegnieke, kartografie en aanbiedingstegnieke asook die toepassing daarvan in die praktyk.*

Metodologie:

- *vermoë om die Geografie-KABV-dokument te interpreteer;*
- *bevoegdheid om elementêre Geografie-lesse te beplan en aan te bied; en*
- *bevoegdheid om 'n atlas, breinkaarte, koerante en debatte toepaslik te gebruik as onderrig en leerondersteuningsmateriaal in aktiewe selfgerigte leerervarings.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Geography Education: Planetary Geography, and Climatology

Titel: Geografie vir Onderwys: Planetêre Geografie en Klimatologie

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

- detailed knowledge and thorough understanding of planetary geography and climatology that is required within the context of the Curriculum and Assessment Policy Statement;
- the skill of scrutinizing and critically discuss theories of the origin of the universe;
- ability to explain and discuss the movements of the planets, earth and moon and its effects in the solar system;
- ability to critically analyse the origin of the earth's atmosphere as well as the evolution of the modern atmosphere;
- ability to understand and explain the concepts weather and climate ;
- ability to apply gained knowledge with an ethically responsible attitude towards the environment
- detailed knowledge of moisture and circulation in the atmosphere and an ability to apply key terms, concepts, facts, principles, rules and theories.

Practical section:

- explain and interpret the collection and presentation of weather information on synoptic maps and solving of weather phenomena.

Methodology:

- planning of a basic Geography lesson with reference to the use of suitable educational media, to optimize teaching and learning e.g. overhead projector, transparencies, data projector, posters and models.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande planetêre geografie en klimatologie, soos vereis binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring;*
- *die vaardigheid om teorieë oor die ontstaan van die heelal te kan ondersoek en krities te kan bespreek;*
- *die beweging van die planete, aarde en maan, asook die uitwerking daarvan op die sonnestelsel te kan verduidelik en bespreek;*
- *die oorsprong van die aarde se atmosfeer, sowel as die evolusie van die moderne atmosfeer krities te kan analiseer;*
- *weer en klimaat konsepte te kan begryp en verduidelik;*
- *vermoë om verworwe kennis met 'n eties-verantwoordelike houding teenoor die omgewing te kan demonstreer; en*
- *grondige kennis van vog en sirkulasie in die atmosfeer, asook die vermoë om sleutelbegrippe, konsepte, feite, beginsels, reëls en teorieë te kan toepas.*

Praktiese Afdeling

- *Verduidelik en interpreteer die insameling en aanbieding van weerinligting oor sinoptiese kaarte, asook die oplossing van weerverskynsels.*

Metodologie:

- *Beplanning van 'n basiese Geografieles, met verwysing na die gebruik van toepaslike onderwysmedia, ten einde onderrig en leer te kan optimaliseer, bv. oorhoofse projektor, transparante, dataprojektor, plakkate en modelle.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Geography Education: Urban and Economic Geography

Titel: Geografie vir Onderwys: Stedelike en Ekonomiese Geografie

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

- a detailed knowledge and thorough understanding of Urban and Economic Geography in line with the Policy document;
- the ability to identify relevant themes of Urban and Economic Geography and plan activities that support the coherent understanding of concepts, ideas, theories, principles and rules;
- the ability to display and to solve well-defined unknown problems within Urban and Economic Geography by rendering correct procedures and appropriate proof;
- the ability to design, plan and present the integration of assignments aimed at the teaching practice according to the Policy document and based on the social constructivist teaching learning theory; and
- the ability to conduct a town trial to apply the knowledge of urban geography.

Practical section:

- a detailed knowledge and understanding of skills in and insight into the uses of land or cities and apply this knowledge in practice.

Methodology:

- the ability to apply teaching theories in Geography teaching: Behaviourist and Social Constructivist approach in Geography;
- teaching and learning methods such as role-play, simulation games, use of newspapers and worksheets; and
- the ability to discuss and implement different teaching methods and to plan a basic micro-Geography lesson with reference to the use of different teaching methods, e.g. lecture methods, question and answer methods, simulation games, role play, use of newspapers and worksheets.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande Stedelike en Ekonomiese Geografie binne die konteks van die Beleidsdokument;*

- *die vermoë om toepaslike temas van Stedelike en Ekonomiese Geografie te kan identifiseer, asook om aktiwiteite te kan beplan wat die samehangende begrip van konsepte, idees, teorieë, beginsels en reëls ondersteun;*
- *die vermoë om bepaalde onbekende probleme binne Stedelike en Ekonomiese Geografie met behulp van korrekte prosedures en toepaslike bewyslewering uit te stal en op te los;*
- *die vermoë om die integrering van opdragte gemik op die onderrigproses, volgens die Beleidsdokument, en op grond van die sosiaal-konstruktivistiese leerteorie, te kan ontwerp, beplan en aanbied; en*
- *die vermoë om 'n dorpstoets uit te voer, ten einde kennis aangaande stedelike geografie te kan toepas.*

Praktiese afdeling:

- *grondige kennis en begrip aangaande vaardighede in, asook insig in die gebruike van grond of stede en om sodanige kennis in die praktyk te kan toepas.*

Metodologie:

- *die vermoë om onderrigteorieë in Geografie-onderrig aan te bied: Behavioristiese en Sosiaal-Konstruktivistiese benadering in Geografie;*
- *onderrig- en leermetodes soos rolspel, simulasiespeletjies, gebruik van koerante en werkkaarte; en*
- *vermoë om verskillende onderrigmetodes te bespreek en te implementeer en 'n basiese mikro Geografie-les te beplan met verwysing na die gebruik van verskillende onderrigmetodes, bv. lesingsmetodes, vraag- en antwoordmetodes, simulasiespeletjies, rolspel, gebruik van koerante en werkkaarte.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Geography Education: Introduction to Geomorphology and Oceanography

Titel: Geografie vir Onderwys: Inleiding tot Geomorfologie en Oseanografie

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

- detailed knowledge related to Geomorphology and Oceanography within the context of the National Curriculum;
- detailed knowledge and thorough understanding of the internal and external powers that cause changes on earth and evaluate these in practice, be able to identify, define and effectively use concepts as well as demonstrate and illustrate these, with examples;
- the ability to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean environment; and
- the ability to display and illustrate with practical examples a coherent and critical understanding of the influence of human activity on the geology and oceans.

Practical section:

- the ability to apply the detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography.

Methodology:

- the ability to use contour models and field excursions to recognise landforms on the South African landscape;
- the ability to plan a basic Geography micro-lesson with reference to the use of different teaching methods, e.g. wall maps, globes, atlases, contour models/sand pit and field excursions.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande Geomorfologie en Oseanografie binne die konteks van die Nasionale Kurrikulum;*
- *grondige kennis en deeglike begrip aangaande die interne en eksterne kragte wat veranderinge op aarde veroorsaak, en om sodanige kennis in die praktyk te kan evalueer, identifiseer en beskryf, asook om konsepte doeltreffend te kan gebruik, sowel as om sodanige konsepte met behulp van voorbeelde te kan demonstreer en illustreer;*
- *die vermoë om interverwantskappe tussen die basiese beginsels aangaande Geomorfologie en die oseaanomgewing te kan analiseer, assesseer, interpreteer en identifiseer; en*
- *die vermoë om met behulp van praktiese voorbeelde 'n samehangende en kritiese begrip aangaande die invloed van menslike optrede op geologie en die oseaan te kan weergee en illustreer.*

Praktiese afdeling:

- *Die vermoë om grondige kennis en vaardighede te kan toepas, ten einde reliëfeienskappe te kan uitbeeld, dwarsdeursneesketse te kan teken en hellingshoeke op topografiese kaarte te kan bereken en interpreteer, asook om dit by toepaslike geografietemas te kan integreer.*

Metodologie:

- *die vermoë om kontoermodelle en veldekskursies te kan gebruik, ten einde grondvorme in die Suid-Afrikaanse landskap te kan herken; en*
- *die vermoë om 'n basiese Geografie-mikroles te beplan met verwysing na die gebruik van verskillende onderrigmetodes, bv. muurkaarte, aardbol, atlasse, kontoermodelle/sandput en velduitstappies.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Geography Education: Population and Development Geography

Titel: Geografie vir Onderwys: Bevolkings- en Ontwikkelingsgeografie

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

- integrated knowledge and understanding of and an ability to apply and evaluate Population and Development Geography's terms, rules, concepts, principles and theories as well as the ability to represent new knowledge onto a given body of theory;
- an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Development Geography using evidence-based solutions and theory-driven arguments to present and communicate information in a well-structured argument and use personal ideas and opinions on themes related to Population and Development Geography;
- understanding of contested knowledge and understanding of major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education;
- a thorough knowledge, skills and understanding of Population and Development Geography in the context of the Curriculum and Assessment Policy Statement (CAPS);
- an ability to design, plan and present Geography lesson plans to foster learner-centred instruction in Geography classrooms; and
- act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, either in writing or orally.

Practical section:

- integrated knowledge, skills and understanding of aerial photographs, interpretation and the use of stereoscopes and stereo-pairs in practice.

Methodology:

- the competency to plan and implement independent and interactive learning strategies (problem-based learning, Inquiry-based learning, cooperative learning, case studies, resource-based learning) in Geography education; and
- act as a facilitator or tutor in the independent and interactive learning environments (problem-based learning, Inquiry-based learning, cooperative learning, case studies, resource-based learning) in order to solve a contextual problem, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, asook die vermoë om Bevolkings- en Ontwikkelingsgeografie se terminologie, reëls, konsepte, beginsels en teorieë te kan toepas en evalueer, sowel as die vermoë om nuwe kennis by gegewe teorie-inhoud te kan voorstel;*
- *die vermoë om onbekende konkrete en abstrakte probleme en kwessies in Bevolkings- en Ontwikkelingsgeografie te kan hanteer deur bewysgebaseerde oplossings en teoriegedrewe beredenering te kan gebruik, ten einde inligting op 'n goedgestruktureerde wyse te kan aanbied en kommunikeer, asook om persoonlike idees en menings aangaande toepaslike Bevolkings- en Ontwikkelingsgeografietemas te kan gebruik;*
- *begrip van betwiste kennis en van belangrike onderrig-leerteorieë en verwante direkte, indirekte, onafhanklike en interaktiewe leerstrategieë in Geografie-onderwys;*

- *'n deeglike kennis aangaande, vaardighede en begrip ten opsigte van Bevolkings- en Ontwikkelingsgeografie binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV);*
- *die vermoë om Geografielesplanne te kan ontwerp, beplan en aanbied, ten einde leerdergesentreerde onderrig in die Geografieklaskamer te kan bevorder; en*
- *op 'n eties-korrekte en waarde-gedrewe wyse optree, onder alle operasionele omstandighede en binne alle kommunikasievorme, skriftelik of mondelings.*

Praktiese afdeling:

- *geïntegreerde kennis, vaardighede en begrip aangaande lugfoto's, die interpretasie en gebruik van stereoskope en stereopare in die praktyk.*

Metodologie:

- *die bevoegdheid om onafhanklike en interaktiewe leerstrategieë (probleemgebaseerde leer, navraaggebaseerde leer, koöperatiewe leer, gevallestudies, hulpbrongebaseerde leer) in Geografie-onderwys te beplan en te implementeer; en*
- *as fasiliteerder of tutor in die onafhanklike en interaktiewe leeromgewings (probleemgebaseerde leer, navraaggebaseerde leer, koöperatiewe leer, gevallestudies, hulpbrongebaseerde leer) optree, ten einde 'n kontekstuele probleem op te los, die vordering van die groep te moniteer en verantwoordelikheid vir taakuitkomste en toepaslike hulpbronne te neem, waar toepaslik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Geography Education: Advanced Geomorphology

Titel: Geografie vir Onderwys: Gevorderde Geomorfologie

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

- a detailed knowledge and insight regarding the concepts and the application possibilities of Southern and South Africa's Geological complex history and resulting landscapes, soils and hydrology, within the global context;
- an ability to analyse land forms and landscapes, which reflect the environmental conditions over time during their origin as well as change over time, and evaluate these within the geological time context;
- the ability to discuss and critically evaluate the conditions which lead to the global geologic phenomena with specific reference to the Southern & South Africa context; and
- an ability to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module.

Practical section:

- a well-rounded, systematic knowledge, skills, comprehension and sound understanding of interpreting the Vredefort Dome phenomena (this includes a Field Excursion and an comprehensive practical application portfolio as well as to demonstrate the methodology principles of fieldwork as a teaching strategy in Geography).

Methodology:

- the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts, graphs and diagrams, topographic charts and aerial photographs in accordance with geographical-methodology principles;
- the application of ethical-professional values in learning experience design and practical teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en insig aangaande die konsepte en toepassingsmoontlikhede van die Suidelike en Suid-Afrika se ingewikkelde Geologiese geskiedenis en gevolglike landskappe, grondtipes en hidrologie, binne die globale konteks;*
- *die vermoë om grondvorme en landskappe, wat die omgewingstoestande vanaf die ontstaan daarvan, sowel as veranderinge daaraan met die verloop van tyd weerspieël, te kan analiseer, asook om dit binne die geologiese tydskonteks te kan evalueer;*
- *die vermoë om die omstandighede wat tot globale geologiese verskynsels aanleiding gegee het, te kan bespreek en krities te kan evalueer, met spesifieke verwysing na die Suidelike en Suid-Afrikaanse konteks; en*
- *die vermoë om op 'n eties-verantwoordbare en verantwoordelike wyse met ander in 'n groepkonteks te kan saamwerk tydens die oplossing van probleme eie aan hierdie module se leerinhoud, asook om kleinskaalse navorsing aangaande toepaslike temas binne die module te kan onderneem.*

Praktiese afdeling:

- *grondige, sistematiese kennis en begrip aangaande die interpretering van die Vredefort-koepelverskynsel (dit sluit 'n veldekskursie en 'n praktiese toepassingsportefeulje, sowel as die vermoë om die metodologiese beginsels van veldwerk as onderrigstrategie in Geografie te kan demonstreer, in).*

Metodologie:

- *die bevoegdheid om toepaslike leerervarings, werkstate, assesseringsrubrieke, toetse/eksamens en memorandums met betrekking tot sinoptiese weerkaarte, grafieke en diagramme, topografiese kaarte en lugfoto's, volgens geografies-metodologiese beginsels te kan ontwerp; en*
- *die toepassing van eties-professionele waardes binne leerervaringsontwerp en praktiese onderrig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Geography Education: Urban and Environmental Geography

Titel: Geografie vir Onderwys: Stedelike en Omgewingsgeografie

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

- integrated knowledge and understanding of and an ability to apply and evaluate terms, rules, concepts, principles and theories in Urban and Environmental Geography and show the ability to apply detailed knowledge within a given field;
- deal with unknown, concrete and abstract problems and issues in Urban and Environmental Geography by using evidence-based solutions and arguments that are theory-driven, and convey information, and personal ideas and meanings on topics in Urban and Environmental Geography in a well-structured argument;
- integrated knowledge and understanding to apply and evaluate major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education;
- the skill of explaining and analysing themes relevant to Urban and Environmental Geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;
- integrate knowledge of Urban and Environmental Geography within the context of the Curriculum and Assessment Policy Statement (CAPS);
- work together in a group with other individuals in an ethical and responsible way while solving problems inherent to the learning content of this module; and
- an understanding of the basic practices of and an ability to apply and evaluate assessment in Geography education.

Practical section:

- integrated knowledge and understanding of and an ability to apply quantitative calculations to sets of data and quantitative map techniques to present data visually in practice.

Methodology:

- integrated knowledge and understanding to apply assessment of, for and as learning in Geography education;
- use the CAPS document and Subject Assessment Guidelines (SAG) to prepare assessment opportunities for Grade 10, 11 and 12 learners by demonstrating detailed knowledge of a programme of assessment for a work schedule;
- act as assessor by using different assessment strategies and methods to effectively foster effective teaching-learning in Geography education; and
- integrated knowledge and understanding of geography classroom administration.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, en die vermoë om terminologie, reëls, konsepte, beginsels en teorieë ten opsigte van Stedelike en Omgewingsgeografie te kan toepas en evalueer, asook om grondige kennis binne 'n gegewe veld te kan demonstreer;*
- *hantering van onbekende, konkrete en abstrakte probleme en kwessies aangaande Stedelike en Omgewingsgeografie deur bewys-gebaseerde oplossings en teorie-gedrewe beredenering te kan gebruik, asook om inligting en persoonlike idees en menings aangaande Stedelike en Omgewingsgeografie met behulp van goedgestruktureerde beredenering te kan oordra;*
- *geïntegreerde kennis en begrip, ten einde belangrike onderrig-leerteorieë en verwante direkte, indirekte, onafhanklike en interaktiewe leerstrategieë in Geografie-onderwys te kan toepas en evalueer;*
- *die vaardigheid om toepaslike temas aangaande Stedelike en Omgewingsgeografie te kan verduidelik en analiseer, asook om individuele of groepsaktiwiteite ter ondersteuning van die samehangende begrip van konsepte, idees, teorieë, beginsels en reëls, ten einde inligting te kommunikeer, te kan beplan;*
- *integrering van kennis aangaande Stedelike en Omgewingsgeografie binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV);*
- *samewerking in 'n groep saam met ander op 'n etiese en verantwoordelike wyse, asook om probleme eie aan die leerinhoud van hierdie module te kan oplos; en*
- *begrip aangaande die basiese praktyke ten opsigte van, asook die vermoë om assessering binne Geografie-onderwys te kan toepas en evalueer.*

Praktiese afdeling:

- *geïntegreerde kennis en begrip aangaande, asook die vermoë om kwantitatiewe berekenings en karteringstegnieke te kan toepas, ten einde data visueel in die praktyk te kan aanbied.*

Metodologie:

- *• geïntegreerde kennis en begrip om assessering van, vir en as leer in Geografie-onderwys toe te pas;*
- *gebruik van die KABV-dokument en Vakassesseringsriglyne (VAR), ten einde assesseringsgeleenthede vir Graad 10, 11 en 12-leerders te kan voorberei, deur grondige kennis aangaande 'n assesseringsprogram vir 'n werkskedule te kan demonstreer; en*
- *optrede as assessor deur verskillende assesseringstrategieë en -metodes doeltreffend te kan gebruik, ten einde doeltreffende onderrig-leer te kan bevorder.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Geography Education: Advanced Climatology

Titel: Geografie vir Onderwys: Gevorderde Klimatologie

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

- a detailed knowledge and insight regarding concepts and the application possibilities of Southern & South Africa's Climatic history and resulting weather conditions;
- a systematic knowledge of advanced climatological phenomena on a global and South African context;
- the ability to analyse climatic phenomena, which reflect the environmental conditions over time;
- the ability to discuss and critically evaluate the conditions which lead to the global climatic phenomena;
- the ability to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;

Practical section:

- a fundamental knowledge, skills, understanding and insight of Map projections and GIS as well as be able to apply it in practice by using ArcGIS/ArcView in a GIS Laboratory; and
- ability to operate effectively on GIS software, such as data capturing, data manipulation, data integration, buffering, querying and statistical analysis, to explore geographical phenomena and solve geographical problems.

Methodology:

- exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography lessons and more specifically map work; and
- an understanding of the various teaching approaches concerning Geography and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip en insig aangaande konsepte, asook die toepassingsmoontlikhede van Suidelike en Suid-Afrikaanse klimaatsgeskiedenis en gevolglike weersomstandighede;*
- *sistematiese kennis aangaande gevorderde klimatologiese verskynsels binne die globale en Suid-Afrikaanse kontekste;*
- *die vermoë om klimaatsverskynsels wat omgewingstoestande met die verloop van tyd weerspieël, te kan analiseer;*
- *die vermoë om die toestande wat tot globale klimaatsverskynsels aanleiding gee, te kan bespreek en krities te kan evalueer; en*
- *die vermoë om op 'n eties-verantwoordbare en verantwoordelike wyse met ander binne 'n groepkonteks te kan saamwerk tydens die oplos van probleme eie aan hierdie module se leerinhoud, asook om kleinskaalse navorsing aangaande toepaslike temas binne die module te kan onderneem.*

Praktiese afdeling:

- *fundamentele kennis, begrip en insig aangaande Kaartprojeksies en GIS, sowel as die vermoë om dit in die praktyk te kan toepas deur ArcGIS/ArcView in 'n GIS-Laboratorium te kan gebruik; en*
- *die vermoë om effektief te werk op GIS-sagteware, soos data-insameling, data manipulasie, data-integrasie, buffer, navraag en statistiese analise, ten einde geografiese verskynsels te ondersoek en geografiese probleme op te los.*

Metodologie:

- *uitgebreide kennis en toepaslike vaardighede vir gebruik by die ontwerp, implementering en demonstrasie van gevorderde Geografielesse, wat spesifiek karteringswerk betref; en*
- *begrip van die verskillende leerbenaderings aangaande Geografie te kan demonstreer en vervolgens te kan evalueer, met die doel om die korrekte benadering ten opsigte van leerervarings te kan implementeer, asook om toepaslike onderrighulpmiddels skeppend en doeltreffend in die praktyk te kan aanwend en toelig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **GEOS212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Geography: Human and Physical Geography for the Senior Phase

Titel: Geografie: Menslike en Fisiese Geografie vir die Seniorfase

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

- demonstrate detailed knowledge of the location, political distribution, physical characteristics and economic trends of the Republic of South Africa;
- have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and demonstrate an ability to develop meaningful interpretations within this area;
- demonstrate fundamental knowledge of climate and vegetation on a global scale;
- have extended knowledge and comprehension of the general surface forces that shape the earth – earthquakes, volcanoes and floods; and
- demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards South Africa and its people.

Practical:

- Detailed knowledge, understanding and insight of basic mapwork skills, as well as the application ability thereof in practice .

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die ligging, politieke verspreiding, fisiese kenmerke en ekonomiese tendense in die Republiek van Suid-Afrika te kan demonstreer;*

- *oor uitgebreide kennis en begrip aangaande die algemene konsepte in bevolkingsgeografie te kan beskik, korrekte analises te kan maak en die vermoë te kan demonstreer om betekenisvolle interpretasies binne hierdie veld te kan ontwikkel;*
- *Fundamentele kennis aangaande klimaat en plantegroei op 'n globale skaal te kan demonstreer;*
- *oor uitgebreide kennis en begrip aangaande algemene oppervlakkragte wat die aarde vorm – aardbewings, vulkane en vloede – te kan beskik; en*
- *verworwe kennis met 'n eties-verantwoordelike houding teenoor Suid-Afrika en die nasie te kan demonstreer.*

Prakties:

- *Gedetailleerde kennis, begrip en insig van basiese kaartwerkvaardighede, asook die toepassingsvermoë daarvan in die praktyk .*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: History for Education: Aspects of Euro-Asian History (9th to 19th Century)

Titel: Onderwysgeskiedenis: Aspekte van Euro-Asiatiese Geskiedenis (9de tot 19de Eeu)

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

- knowledge and informed understanding of Euro-Asian History (9th – 19th century) within the context of the Curriculum and Assessment Policy Statement (CAPS);
- the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;
- competency in problem-solving abilities to address political, social and economic issues within the context of Euro-Asian History (9th – 19th century);
- knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and
- taking account of the values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande Euro-Asiatiese geskiedenis (9de – 19de eeu) binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV);*
- *die vaardigheid om primêre en sekondêre bronne te kan ondersoek deur tussen die opspoor en doeltreffende interpretasie van verskillende geskiedenisbronne te kan onderskei, ten einde dit skriftelik of mondelings te kan kommunikeer;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van Euro-Asiatiese geskiedenis (9de – 19de eeu) te kan aanspreek;*
- *kennis en vaardighede aangaande die leer- en onderrigmetodologie van Geskiedenis en die vermoë om LTSM te kan vervaardig en gebruik, en leer- en onderrigtegnieke en strategieë, sowel as assesseringsmetodologie in lesaanbieding te kan toepas; en*
- *rekenskap aangaande waardes van 'n eties-professionele aard ten opsigte van die interpretasie van geskiedkundige feite as synde altyd juis te wees, asook binne die konteks van en in ooreenstemming met Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: History for Education: Aspects of South African History (1652-1900)

Titel: Onderwysgeskiedenis: Aspekte van Suid-Afrikaanse Geskiedenis (1652-1900)

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

- sound knowledge and informed understanding of aspects of South African History (1652-1900) within the context of the Curriculum and Assessment Policy Statement (CAPS);
- the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;
- competency in problem-solving abilities to address political, social and economic issues within the context of South African History (1652-1900);
- knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and
- taking account of the values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande aspekte van Suid-Afrikaanse geskiedenis binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV);*
- *die vaardigheid om primêre en sekondêre bronne te kan ondersoek deur tussen die opspoor en doeltreffende interpretasie van verskillende geskiedenisbronne te kan onderskei, ten einde dit skriftelik of mondelings te kan kommunikeer;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van Suid-Afrikaanse geskiedenis (1652-1900) te kan aanspreek;*
- *kennis en vaardighede aangaande die leer- en onderrigmetodologie van Geskiedenis en die vermoë om LTSM te kan vervaardig en gebruik, en leer- en onderrigtegnieke en strategieë, sowel as assesseringsmetodologie in lesaanbieding te kan toepas; en*
- *rekenskap aangaande waardes van 'n eties-professionele aard ten opsigte van die interpretasie van geskiedkundige feite as synde altyd juis te wees, asook binne die konteks van en in ooreenstemming met Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: History for Education: Aspects of South African History (1900-1948)

Titel: Onderwysgeskiedenis: Aspekte van Suid-Afrikaanse Geskiedenis (1900-1948)

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

- detailed knowledge and understanding to address political, social and economic aspects of South African History (1900-1948) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);
- the ability to evaluate and apply key terms, concepts and theories on certain aspects of South African History (1900-1948);
- the ability to find identify, analyse, interpret, and apply different historical primary and secondary sources on aspects of South African History (1900-1948);
- the ability to select, evaluate and effectively implement a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of South African History (1900-1948); and
- an understanding of the ethical-professional implications of decisions, actions and practices specifically relevant to culturally and politically diverse communities and environments in accordance with the context of the Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip, ten einde politieke, sosiale en ekonomiese aspekte van Suid-Afrikaanse geskiedenis (1900-1948) volgens die vereistes van die Kurrikulum- en Assesseringsbeleidsdokument (KABV) te kan aanspreek;*
- *die vermoë om sleutelterminologie, konsepte en teorieë aangaande spesifieke aspekte van Suid-Afrikaanse geskiedenis (1900-1948) te kan evalueer en toepas;*
- *die vermoë om verskillende geskiedkundige primêre en sekondêre bronne aangaande aspekte van Suid-Afrikaanse geskiedenis (1900-1948) te kan opspoor, identifiseer, analiseer, interpreteer en toepas;*
- *die vermoë om ʼn reeks verskillende onderrig-, leer- en assesseringsmetodologieë in lesaanbieding aangaande Suid-Afrikaanse geskiedenis (1900-1948) te kan selekteer, evalueer en doeltreffend te kan implementeer; en*
- *begrip aangaande die eties-professionele implikasies ten opsigte van besluite, optrede en praktyke, soos spesifiek van toepassing op kultureel- en politiek-diverse gemeenskappe en kontekste, in ooreenstemming met die konteks van Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: History for Education: Aspects of African History (16th to 20th Century)

Titel: Onderwysgeskiedenis: Aspekte van Afrika-geskiedenis (16de tot 20ste Eeu)

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

- detailed knowledge and understanding to address political, social and economic aspects of African History (16th to 20th century) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);
- the ability to evaluate and apply key terms, concepts and theories on certain aspects of African History (16th to 20th century);
- the ability to find identify, analyse, interpret, and apply different historical primary and secondary sources on aspects of African History (16th to 20th century);
- the ability to select, evaluate and effectively implement a range of different teaching learning and assessment methodologies in lesson presentation on aspects of African History (16th to 20th century); and
- an understanding of the ethical-professional implications of decisions, actions and practices specifically relevant to culturally and politically diverse communities and environments in accordance with the context of the Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip, ten einde politieke, sosiale en ekonomiese aspekte van Afrika-geskiedenis (16de tot 20ste eeu) volgens die vereistes van die Kurrikulum- en Assesseringsbeleidsdokument (KABV) te kan aanspreek;*
- *die vermoë om sleutelterminologie, konsepte en teorieë aangaande spesifieke aspekte van Afrika-geskiedenis (16de tot 20ste eeu) te kan evalueer en toepas;*
- *die vermoë om verskillende geskiedkundige primêre en sekondêre bronne aangaande aspekte van Afrika-geskiedenis (16de tot 20ste eeu) te kan opspoor, identifiseer, analiseer, interpreteer en toepas;*
- *die vermoë om ʼn reeks verskillende onderrig-, leer- en assesseringsmetodologieë in lesaanbieding aangaande Afrika-geskiedenis (16de tot 20ste eeu) te kan selekteer, evalueer en doeltreffend te kan implementeer; en*
- *begrip aangaande die eties-professionele implikasies ten opsigte van besluite, optrede en praktyke, soos spesifiek van toepassing op kultureel- en politiek-diverse gemeenskappe en kontekste, in ooreenstemming met die konteks van Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: History for Education: Conflict in the Middle East During the 20th to 21st Century

Titel: Onderwysgeskiedenis: Konflik in die Midde-Ooste Tydens die 20ste tot 21ste Eeu

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

- an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of the Middle East up to 2010 in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);
- an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of the Middle East up to 2010 relates to other disciplines;
- the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of the Middle East up to 2010;
- the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of the Middle East up to 2010; and
- a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by probleemoplossingsoptrede verwant aan geskiedkundige gebeure, ten einde politieke, sosiale en ekonomiese aspekte ten opsigte van die Midde-Ooste tot en met 2010, volgens die vereistes van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV) te kan aanspreek;*
- *begrip aangaande en die vermoë om sleutelterminologie, konsepte en teorieë korrek te kan evalueer en toepas, asook grondige kennis ten opsigte van die verband tussen spesifieke aspekte van die Midde-Ooste tot en met 2010 en ander dissiplines;*
- *die vermoë om verskillende geskiedkundige primêre en sekondêre bronne aangaande aspekte van die Midde-Ooste tot en met 2010 te kan identifiseer, analiseer, interpreteer en toepas;*
- *die vermoë om ʼn reeks verskillende onderrig-, leer- en assesseringsmetodologieë in lesaanbieding aangaande die Midde-Ooste tot en met 2010 te kan selekteer, evalueer en toepas; en*
- *weerspieëling van alle waardes van ʼn eties-professionele aard en geregverdigde besluitneming binne ʼn diverse samelewing, soos toepaslik volgens Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: History for Education: Aspects of European History (1914-1945)

Titel: Onderwysgeskiedenis: Aspekte van Europese Geskiedenis (1914-1945)

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

- an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of Europe (1914-1945) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);
- an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of European History (1914-1945) relates to other disciplines;
- the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of European History (1914-1945);
- the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of European History (1914-1945); and
- a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by probleemoplossingsoptrede verwant aan geskiedkundige gebeure, ten einde politieke, sosiale en ekonomiese aspekte van Europese geskiedenis (1914-1945) volgens die vereistes van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV) te kan aanspreek;*
- *begrip aangaande en die vermoë om sleutelterminologie, konsepte en teorieë korrek te kan evalueer en toepas, asook grondige kennis ten opsigte van die verband tussen spesifieke aspekte van Europese geskiedenis (1914-1945) en ander dissiplines;*
- *die vermoë om verskillende geskiedkundige primêre en sekondêre bronne aangaande aspekte van Europese geskiedenis (1914-1945) te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan toepas;*
- *die vermoë om 'n reeks verskillende onderrig-, leer- en assesseringsmetodologieë in lesaanbieding aangaande Europese geskiedenis (1914-1945) te kan selekteer, evalueer en toepas; en*
- *weerspieëling van alle waardes van 'n eties-professionele aard en geregverdigde besluitneming binne 'n diverse samelewing, soos toepaslik volgens Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: History for Education: The Cold War and the Globalized World

Titel: Onderwysgeskiedenis: Die Koue Oorlog en die Geglobaliseerde Wêreld

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

- an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of The Cold War and the Globalized World (20th to 21th century) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);
- an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of The Cold War and the Globalized World (20th to 21th century) relates to other disciplines;
- the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of The Cold War and the Globalized World (20th to 21th century);
- the ability to select, evaluate and apply a range of different teaching learning and assessment methodologies in lesson presentation on aspects of The Cold War and the Globalized World (20th to 21th century); and
- a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by probleemoplossingsoptrede verwant aan geskiedkundige gebeure, ten einde politieke, sosiale en ekonomiese aspekte van Die Koue Oorlog en Geglobaliseerde Wêreld (20ste tot 21ste eeu) volgens die vereistes van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV) te kan aanspreek;*
- *begrip aangaande en die vermoë om sleutelterminologie, konsepte en teorieë korrek te kan evalueer en toepas, asook grondige kennis ten opsigte van die verband tussen spesifieke aspekte van Die Koue Oorlog en Geglobaliseerde Wêreld (20ste tot 21ste eeu) en ander dissiplines;*
- *die vermoë om verskillende geskiedkundige primêre en sekondêre bronne aangaande aspekte van Die Koue Oorlog en Geglobaliseerde Wêreld (20ste tot 21ste eeu) te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan toepas;*
- *die vermoë om 'n reeks verskillende onderrig-, leer- en assesseringsmetodologieë in lesaanbieding aangaande Die Koue Oorlog en Geglobaliseerde Wêreld (20ste tot 21ste eeu) te kan selekteer, evalueer en toepas; en*
- *weerspieëling van alle waardes van 'n eties-professionele aard en geregverdigde besluitneming binne 'n diverse samelewing, soos toepaslik volgens Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: History for Education: Aspects of South African History (1948-Present)

Titel: Onderwysgeskiedenis: Aspekte van Suid-Afrikaanse Geskiedenis (1948-Hede)

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

- an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of South Africa from 1948-2010 in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);
- an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of European History (1914-1945) relates to other disciplines;
- the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of European History (1914-1945);
- the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of European History (1914-1945); and
- a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by probleemoplossingsoptrede verwant aan geskiedkundige gebeure, ten einde politieke, sosiale en ekonomiese aspekte van Suid-Afrikaanse geskiedenis (1948-huidig) volgens die vereistes van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV) te kan aanspreek;*
- *begrip aangaande en die vermoë om sleutelterminologie, konsepte en teorieë korrek te kan evalueer en toepas, asook grondige kennis ten opsigte van die verband tussen spesifieke aspekte van Suid-Afrikaanse geskiedenis (1948-huidig) en ander dissiplines;*
- *die vermoë om verskillende geskiedkundige primêre en sekondêre bronne aangaande aspekte van Suid-Afrikaanse geskiedenis (1948-huidig) te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan toepas;*
- *die vermoë om 'n reeks verskillende onderrig-, leer- en assesseringsmetodologieë in lesaanbieding aangaande Suid-Afrikaanse geskiedenis (1948-huidig) te kan selekteer, evalueer en toepas; en*
- *weerspieëling van alle waardes van 'n eties-professionele aard en geregverdigde besluitneming binne 'n diverse samelewing, soos toepaslik volgens Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **HISV211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: History: Selected South African and Global History for the Senior Phase

Titel: Geskiedenis: Uitgesoekte Suid-Afrikaanse en Globale Geskiedenis vir die Seniorfase

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

- knowledge and an informed understanding of selected South African and global History within the context of the Curriculum and Assessment Policy Statement (CAPS);
- the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;
- competency in problem-solving abilities to address political, social and economic issues within the context of selected South African and global History;
- knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and

- taking account of values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande uitgesoekte Suid-Afrikaanse en Globale Geskiedenis binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring (KABV);*
- *die vaardigheid om primêre en sekondêre bronne te kan ondersoek deur tussen die opspoor en doeltreffende interpretasie van verskillende geskiedenisbronne te kan onderskei, ten einde dit skriftelik of mondelings te kan kommunikeer;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van Suid-Afrikaanse en Globale Geskiedenis te kan aanspreek;*
- *kennis en vaardighede aangaande die leer- en onderrigmetodologie van Geskiedenis en die vermoë om LTSM te kan vervaardig en gebruik, en leer- en onderrigtegnieke en strategieë, sowel as assesseringsmetodologie in lesaanbieding te kan toepas; en*
- *rekenskap aangaande waardes van ŉ eties-professionele aard ten opsigte van die interpretasie van geskiedkundige feite as synde altyd juis te wees, asook binne die konteks van en in ooreenstemming met Die Manifes vir Waardes, Onderwys en Demokrasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **INTE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Information Technology Education: System Technologies

Titel: Inligtingstegnologie-Onderwys: Stelseltegnologieë

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

- knowledge and informed understanding of the basic concepts of information and communication technology, different computer systems, the features and functions of the components of a computer, the basic operation and management of a computer;
- skills in planning, selecting, implementing and managing the most appropriate hardware and software for a given scenario, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;
- the ability to, individually or as part of a group/team, solve basic well-defined routine or new practice-related problems regarding hardware and software and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- the ability to identify and responsibly address ethical issues regarding the use of information and communication technologies, with understanding of copyright and rules on plagiarism; and
- knowledge of and insight into the nature and composition of Information Technology as a school subject and the principles of lesson planning in the subject, as well as skills in planning and implementing a lesson in Information Technology in the teaching situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die basiese konsepte van inligtings- en kommunikasietegnologie, verskillende rekenaarstelsels, die kenmerke en funksies van rekenaaronderdele, asook die basiese funksionering en bestuur van ŉ rekenaar;*
- *vaardighede in die beplanning, selektering, implementering en bestuur van die mees toepaslike hardeware en sagteware vir ŉ gegewe scenario, met inagneming van nuwe tegnologiese tendense en ontwikkelinge, en deur toepaslike bronne te kan gebruik;*
- *die vermoë om, individueel of as deel van ŉ groep, basiese, goed geformuleerde alledaagse- of nuwe praktykverwante probleme aangaande hardeware en sagteware te kan oplos, en om die oplossing mondelings of skriftelik, op akkurate en samehangende wyse aan verskillende gehore te kan kommunikeer, deur toepaslike media en tegnologieë te kan gebruik;*
- *die vermoë om etiese kwessies aangaande die gebruik van inligtings- en kommunikasietegnologieë te kan identifiseer en verantwoordelik te kan aanspreek, met inbegrip van kopiereg en reëls aangaande plagiaat; en*
- *kennis en insig aangaande die aard en samestelling van Inligtingstegnologie as ŉ skoolvak, asook die beginsels van lesbeplanning in die vak, sowel as die beplanning en implementering van ŉ les in Inligtingstegnologie binne die onderrigkonteks.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **INTE123**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Information Technology Education: Data Presentation and Graphical Programming

Titel: Inligtingstegnologie-Onderwys: Data-Aanbieding en Grafiese Programmering

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

- knowledge and informed understanding about various numeric systems, data representation and operations with numeric systems;
- the ability to evaluate given algorithms, or to design new algorithms in order to design solutions for real life problems;
- the ability to distinguish between various problem solving strategies, the evaluation thereof and solve real life problems by using a visual programming language;
- the ability to program robots by using a visual programming language;
- actions regarding acceptable ethical aspects and professional behaviour of teachers during lesson presentation and the teaching of Information Technology in the secondary school environment;
- the ability to communicate verbally and visually by using electronic media, taking into consideration copyright and plagiarism;
- the ability to function as a group in a problem solving environment regarding programming in a visual language and various problem solving strategies; and
- the ability to monitor own progression of learning and implement strategies regarding the development of problem solving skills to improve own learning and manage resources effectively to satisfy all outcomes of the module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande verskeie numeriese stelsels, data-aanbieding en funksionering binne numeriese stelsels;*
- *die vermoë om gegewe algoritmes te kan evalueer, of om nuwe algoritmes te kan ontwerp, ten einde oplossings vir werklike lewensprobleme te kan ontwerp;*
- *die vermoë om tussen verskillende probleemoplossingstrategieë en die evaluering daarvan te kan onderskei en om werklike lewensprobleme te kan oplos deur ŉ visuele programmeringstaal te kan gebruik;*
- *die vermoë om robots te programmeer deur 'n visuele programmeringstaal te gebruik;*
- *optrede aangaande aanvaarbare etiese aspekte en professionele onderwyser optrede tydens lesaanbieding, asook Inligtingstegnologie-onderrig binne die sekondêre skoolkonteks;*
- *die vermoë om mondelings of skriftelik te kan kommunikeer deur elektroniese media te kan gebruik, met inagneming van kopiereg en plagiaat;*
- *die vermoë om as groep binne ŉ probleemoplossingskonteks te kan funksioneer, met verwysing na visuele taalprogrammering en verskeie probleemoplossingstrategieë; en*
- *die vermoë om eie leervordering te kan monitor en strategieë aangaande die ontwikkeling van probleemoplossingsvaardighede te kan implementeer, ten einde eie leer te kan verbeter en bronne doeltreffend te kan bestuur, asook aan alle uitkomste van hierdie module te kan voldoen.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **INTE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Information Technology Education: Introduction to Delphi Programming

Titel: Inligtingstegnologie-Onderwys: Inleiding tot Delphi-Programmering

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

- detailed knowledge and insight on the use of basic structure and syntax in visual program development within an object-oriented programming environment;
- practical skills in planning, designing, implementation and evaluation of algorithms and elementary Delphi programmes, in order to solve well-defined, unfamiliar practice-oriented problems; and
- profound knowledge of teaching strategies that are applicable to the teaching and learning of programming skills to school learners and the practical demonstration thereof in a teaching and learning environment.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en insig aangaande die gebruik van basiese struktuur en sintaksis in visuele programontwikkeling binne 'n objek-georiënteerde konteks;*
- *praktiese vaardighede in die beplanning, ontwerp, implementering en evaluering van algoritmes en elementêre Delphi-programme, ten einde goed geformuleerde, onbekende, praktyk-georiënteerde probleme te kan oplos; en*
- *grondige kennis aangaande onderrigstrategieë, soos van toepassing op die onderrig en leer van programmeringsvaardighede vir skoolleerders, asook die praktiese demonstrasie daarvan binne 'n onderrig-leerkonteks.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **INTE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Information Technology Education: Computer Networks

Titel: Inligtingstegnologie-Onderwys: Rekenaarnetwerke

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

- detailed knowledge and understanding of different computer networks, communication media and devices, data transmission, network security, network design, and the Internet, while displaying the ability to monitor own learning progress and apply relevant learning strategies and resources to successfully master the content of this module;
- the ability to compare, evaluate and debate the selection and implementation of different computer networks, media and devices used in data communication, as well as data transmission methods for a given scenario, using appropriate relevant sources to inform their decisions;
- the ability to, individually or as part of a group/team, solve well-defined novel practice-related problems regarding computer networks and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;
- understanding of the ethical implications of decisions, actions and practices relevant to the Internet, and critically evaluate the short and long term implications of the use of the Internet in education; and
- knowledge and skills regarding teaching-learning strategies necessary for effective learning of the theoretical content of Information Technology at secondary level and the application of these strategies in the teaching-learning situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande verskillende rekenaarnetwerke, kommunikasiemedia en -toestelle, dataversending, netwerkveiligheid, netwerkontwerp, en die Internet, asook die vermoë om eie leervordering te kan monitor en toepaslike leerstrategieë en hulpbronne te kan toepas, ten einde die inhoud van hierdie module suksesvol te kan bemeester;*
- *die vermoë om die selektering en implementering van verskillende rekenaarnetwerke, media en toestelle wat vir datakommunikasie gebruik word, sowel as dataversendingsmetodes vir 'n gegewe scenario te kan vergelyk, evalueer en beredeneer, deur toepaslike hulpbronne te kan gebruik om sy/haar besluite toe te lig;*
- *die vermoë om, individueel of as deel van 'n groep, goed geformuleerde, nuwe praktykverwante probleme aangaande rekenaarnetwerke te kan oplos, en om die oplossing mondelings of skriftelik, op akkurate en samehangende wyse, aan verskillende gehore te kan kommunikeer deur toepaslike media en tegnologieë te kan gebruik;*
- *begrip van die etiese implikasies van besluite, optrede en praktyke, soos van toepassing op die Internet, asook om die kort- en langtermynimplikasies van Internet-gebruik in Onderwys krities te kan evalueer; en*
- *kennis en vaardighede aangaande onderrig-leerstrategieë wat vir doeltreffende leer van die teoretiese inhoud van Inligtingstegnologie op sekondêre vlak benodig word, asook die toepassing van sodanige strategieë binne die onderrig-leerkonteks.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*:**INTE313**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Information Technology Education: Databases

Titel: Inligtingstegnologie-Onderwys: Databasisse

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

- integrated knowledge and understanding regarding the design of databases, normalisation, relationships, data integrity, data security and data validation and an understanding of how this knowledge can be applied to situations in society;
- integrated knowledge and understanding of queries, reports and macros in databases and the ability to evaluate and design tables, queries, reports, forms and macros in databases;
- integrated knowledge and understanding of assessment strategies applicable to Information Technology regarding database design and the evaluation of assessment strategies on secondary level in the education situation;
- the ability to reflect on values and ethical behaviour regarding the teaching of databases in Information Technology;
- the ability to communicate accurately regarding database design, in respect of intellectual property, copyright and plagiarism;
- the ability to manage a group process regarding the design of databases, monitoring the process of the group, take responsibility for outcomes, and apply applicable resources;
- integrated knowledge and understanding of facilitating database design and Access in the subject Information Technology and the application of applicable teaching-learning strategies;
- competency in developing a database application for a real-life context; and
- the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die ontwerp van databasisse, normalisering, verwantskappe, data-integriteit, dataveiligheid en datavalidering, met inbegrip van die toepassing van sodanige kennis op samelewingskontekste;*
- *geïntegreerde kennis en begrip aangaande navrae, verslae en makros binne databasisse, asook die vermoë om tabelle, navrae, verslae, vorms en makros binne databasisse te kan evalueer en ontwerp;*
- *geïntegreerde kennis en begrip aangaande assesseringstrategieë ten opsigte van databasisontwerp, soos van toepassing op Inligtingstegnologie, asook die evaluering van assesseringstrategieë op sekondêre vlak binne die onderwyskonteks;*
- *die vermoë om oor waardes en etiese optrede aangaande die onderrig van databasisse in Inligtingstegnologie te kan besin;*
- *die vermoë om akkuraat aangaande databasisontwerp te kan kommunikeer ten opsigte van intellektuele eiendom, kopiereg en plagiaat;*
- *die vermoë om 'n groepproses aangaande die ontwerp van databasisse te kan bestuur, die vordering van die groep te kan monitor, verantwoordelikheid vir uitkomste te kan aanvaar, asook toepaslike bronne te kan toepas;*
- *geïntegreerde kennis en begrip aangaande die fasilitering van databasisontwerp en Access in die vak Inligtingstegnologie en die toepassing van toepaslike onderrigleerstrategieë;*
- *vaardigheid in die ontwikkeling van 'n databasistoepassing vir 'n regtewêreldse situasie; en*
- *die vermoë om verantwoordelikheid vir eie leerbehoeftes te kan aanvaar, eie leervordering te kan monitor, asook leerstrategieë en die bestuur van hulpbronne te kan implementeer, ten einde aan alle uitkomste van die module te kan voldoen.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode* **INTE323**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Information Technology Education: Data Structures, Methods and SQL

Titel: Inligtingstegnologie-Onderwys: Datastrukture, Metodes en SQL

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

- integrated knowledge and understanding of the data structures, methods and SQL and the application thereof in computer programs;
- the ability to analyse, evaluate and critically reflect on and address complex programming problems regarding data structures, methods and SQL;
- the ability to understand logical architecture which includes truth tables, Karnaugh maps, Boolean algebra and logical gates;
- the ability to take full responsibility of his or her work, decision-making and apply these in various ill-defined contexts; and
- the ability to facilitate effective learning of the practical content of Information Technology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande datastrukture, -metodes en SQL, asook die toepassing daarvan op rekenaarprogramme;*
- *die vermoë om ingewikkelde programmeringsprobleme aangaande datastrukture, metodes en SQL te kan analiseer, evalueer en krities daaroor te kan besin;*
- *die vermoë om logiese argitektuur, wat waarheidstabelle, Karnaugh-diagramme, Boole algebra en logiese hekke insluit, te kan verstaan;*
- *die vermoë om volle verantwoordelikheid vir sy/haar werk en besluitneming te kan aanvaar, en om dit binne verskeie vaag-omskrewe kontekste te kan toepas; en*
- *die vermoë om die doeltreffende leer van die praktiese inhoud van Inligtingstegnologie te fasiliteer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **INTE413**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Information Technology Education: System Development Methodologies and Computer Applications

Titel: Inligtingstegnologie-Onderwys: Stelselontwikkelingsmetodologieë en Rekenaartoepassings

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

- integrated knowledge and understanding of system development methodologies and object-oriented programming (OOP);
- the ability to analyse, evaluate and critically reflect on system development methodologies and OOP to address complex problems in various scenarios;
- the ability to discuss the design of programming languages and explain the compilation and debugging thereof;
- the ability to apply knowledge and practical skills regarding educational robotics in various real-life scenarios;
- the ability to select and evaluate; and
- the ability to accept full responsibility of his/her own learning and apply these in various ill-defined contexts.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande stelselontwikkelingsmetodologieë en objek-georiënteerde programmering (OOP);*
- *die vermoë om stelselontwikkelingsmetodologieë (OOP) te kan analiseer, evalueer en krities daaroor te besin, ten einde ingewikkelde probleme in verskeie scenario's te kan aanspreek;*
- *die vermoë om die ontwerp van programmeertale te bespreek en die kompilering en ontfouting daarvan te verduidelik;*
- *die vermoë om kennis en praktiese vaardighede rakende opvoedkundige robotika in verskeie lewenswerklike scenario's te kan toepas;*
- *die vermoë om relevante onderrig-en-leer ondersteuningsmateriaal te selekteer en te evalueer; en*
- *die vermoë om volle verantwoordelikheid vir sy/haar eie leer te kan aanvaar, en om dit binne verskeie vaag-omskrewe kontekste te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **INTE422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Information Technology Education: Project Management, Web Design and Social Implications

Titel: Inligtingstegnologie-Onderwys: Projekbestuur, Webontwerp en Sosiale Implikasies

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

- integrated knowledge and practical skills regarding project management, project integration management and strategic planning;
- integrated knowledge, practical skills as well as ethical conduct and justifiable decision making regarding the use of the Internet, WWW, and supportive technologies;
- the ability to produce accurate and coherent written and verbal communication of project management;
- integrated knowledge regarding computer lab management; and
- the application of project management and practical skills in the development of a web software project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en praktiese vaardighede aangaande projekbestuur, projekintegreringsbestuur en strategiese beplanning;*
- *geïntegreerde kennis, praktiese vaardighede, sowel as etiese optrede en geregverdigde besluitneming aangaande die gebruik van die Internet, WWW en ondersteuningstegnologieë;*
- *die vermoë tot akkurate en samehangende skriftelike en mondelinge kommunikasie aangaande projekbestuur;*
- *geïntegreerde kennis aangaande rekenaarlaboratoriumbestuur; en*
- *die toepassing van projekbestuurs- en praktiese vaardighede in die ontwikkeling van 'n Web-sagtewareprojek.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ITEE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Engineering Technology for Teachers: Manufacturing and Joining (ii)

Titel: Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (ii)

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

- demonstrate detailed knowledge and basic skills (both in writing and practical) in the safe use, maintenance and the application of the safety regulations that are applicable to the power driven tools and machinery such as lathes and milling machines used in mechanical technology;
- identify parts of different power driven tools and machinery and critically evaluate them with regard to their efficiency and application possibilities, relate it in writing as well as explain / demonstrate it practically;
- detailed knowledge of engineering mechanisms such as levers and linkages, gear systems, pulley systems and forces;

- compare and evaluate different semi- and permanent joining methods, explain and discuss why each of them is applied in various / different situations as well as critically evaluate the advantages and disadvantages of semi joining methods;
- compile lessons from the above-mentioned topics for a class situation by creating an division / partitioning of the topics in a critical manner so that it can be presented to learners meaningfully in the time period allowed; and
- facilitate all of the above-mentioned outcomes in a didactic situation to school learners both theoretically and practically (in other words in a workshop in a work situation).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en basiese vaardighede (skriftelik sowel as mondelings) aangaande die veilige gebruik en onderhoud, asook die toepassing van veiligheidsregulasies, soos toepaslik vir kraggereedskap en masjinerie, soos draaibanke en walsmasjiene wat in Meganiese Tegnologie gebruik word, te kan demonstreer;*
- *onderdele van verskillende tipes kraggereedskap en masjinerie te kan identifiseer, asook om dit krities te kan evalueer ten opsigte van die doeltreffendheid en toepassingsmoontlikhede daarvan, en om dit skriftelik, sowel as mondelings te kan verduidelik/prakties te kan demonstreer;*
- *grondige kennis aangaande ingenieursmeganismes, soos hefbome en verbindings, tandratstelsels, katrolstelsels en -kragte te kan demonstreer;*
- *verskillende semi-permanente en permanente hegtingsmetodes te kan vergelyk en evalueer, en om te kan verduidelik waarom elk daarvan onder verskeie/verskillende omstandighede toegepas kan word, asook om die voor- en nadele van semi-hegtingsmetodes krities te kan evalueer;*
- *lesse vanuit die voorgenoemde temas vir ŉ klassituasie te kan saamstel deur die temas op ŉ kritiese wyse te kan indeel, ten einde dit betekenisvol vir die leerders binne die toegelate tydsraamwerk te kan aanbied; en*
- *bogenoemde uitkomste binne ŉ didaktiese konteks vir skoolleerders, teoreties, sowel as prakties (met ander woorde in ŉ werkswinkel binne ŉ werkskonteks) te kan fasiliteer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ITEE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Engineering Technology for Teachers: Manufacturing and Joining (iii)

Titel: Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (iii)

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

- demonstrate integrated knowledge to interpret symbols, units, the terminology and procedures to carry out different production methods such as drilling, cutting, filing, turning and welding, as well as squaring on a lathe in order to manufacture a product;
- understand the importance of balancing work pieces on a lathe and evaluate the advantages and disadvantages of balanced and unbalanced work with regard to wear and safety, carry out calculations necessary for correct methods of balancing;
- demonstrate integrated knowledge on the different types of forces that are applied to mechanical components;
- apply basic tests to demonstrate different mechanical principles such as force, pressure and torque by making use of measurements, meters and appropriate equipment;
- knowledge and an informed understanding of the field of mechanical engineering and specifically the characteristics and properties of different engineering materials;
- demonstrate an awareness of the development and application of theories with regard to engineering principles and the implementation thereof as prescribed by the Curriculum and Assessment Policy Statement (CAPS) related to Engineering; and
- facilitate all of the above outcomes theoretically and practically to school learners in a didactic situation in a workshop and in a work situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande die interpretasie van simbole, eenhede, die terminologie en prosedures wat gebruik word om verskillende produksiemetodes, soos boor-, sny-, feil-, draai- en sweiswerk uit te voer, sowel as haaksmaking op ŉ draaibank, te kan demonstreer, ten einde ŉ produk te kan vervaardig;*
- *die belangrikheid van die balansering van stukke werk op ŉ draaibank te kan begryp, asook om die voor- en nadele van gebalanseerde en ongebalanseerde werk aangaande slytasie en veiligheid te kan evalueer, en om die nodige berekenings vir die korrekte balanseringsmetodes te kan maak;*
- *geïntegreerde kennis aangaande die verskillende tipes kragte wat op meganiese onderdele toegepas word, te kan demonstreer:*
- *basiese toetse te kan toepas, ten einde verskillende meganiese beginsels, soos krag, druk en wringkrag te kan demonstreer deur metings, meters en toepaslike toerusting te kan gebruik;*
- *kennis en grondige begrip aangaande die veld van Meganiese Ingenieurswese, spesifiek aangaande die eienskappe en kenmerke van verskillende ingenieursmateriale;*
- *bewustheid aangaande die ontwikkeling en toepassing van teorieë ten opsigte van ingenieursbeginsels en die implementering daarvan, soos deur die Kurrikulum- en Assesseringsbeleidsverklaring (KABV) voorgeskryf en soos van toepassing op Ingenieurswese, te kan demonstreer; en*
- *bogenoemde uitkomste binne ŉ didaktiese konteks vir skoolleerders teoreties, sowel as prakties (met ander woorde in ŉ werkswinkel binne ŉ werkskonteks) te kan fasiliteer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ITEE323**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Engineering Technology for Teachers: Manufacturing and Joining (iv)

Titel: Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (iv)

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

- demonstrate integrated knowledge and understanding of the components, functions, maintenance and all safety measures with regard to milling machines;
- apply and demonstrate the ability to make a critical distinction between different milling cutters, their different uses, setting them up, and the grinding process for the sharpening of these milling cutters;
- sound and systematic knowledge of the operating principle of a dividing head and application to calculate and perform different indexing with the dividing head;
- sound and systematic knowledge of the safe use and application possibilities of different gear types that are used in mechanical driven systems and present day systems, gear terms and calculations for the manufacturing of gears;
- a sound and systematic knowledge base of mechanical systems and the ability to address unfamiliar concrete and abstract problems and issues by making use of proof-based solutions and theory-driven arguments; and
- select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die onderdele, funksies, onderhoud en alle veiligheidsmaatreëls, soos van toepassing op walsmasjiene te kan demonstreer;*
- *die vermoë te kan demonstreer en te kan toepas om ŉ kritiese onderskeid te kan tref tussen verskillende walssnyers, die verskillende gebruike en opstelling daarvan, asook die slypingsproses vir die skerpmaak van sodanige walssnyers;*
- *grondige en sistematiese kennis aangaande die funksionering van ŉ verdeelkop, asook om verskillende indekserings met die verdeelkop te kan bereken en uitvoer;*
- *grondige en sistematiese kennis aangaande die veilige gebruik en toepassingsmoontlikhede van verskillende tandrattipes wat in meganies- gedrewe stelsels, asook hedendaagse stelsels gebruik word, en tandrat-terminologie en berekenings vir die vervaardiging van tandratte te kan demonstreer;*
- *ŉ grondige en sistematiese kennisbasis aangaande meganiese stelsels en die vermoë om onbekende, konkrete en abstrakte probleme en kwessies te kan aanspreek deur bewys-gebaseerde en teorie-gedrewe beredenering te kan gebruik; en*
- *toepaslike, vakspesifieke onderrigmetodologieë en -strategieë verbonde aan ingenieurstegnologie en vervaardiging en hegting in die AOO- en VOO-fases te kan selekteer en toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ITEE413**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Engineering Technology for Teachers: Manufacturing and Joining (v)

Titel: Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (v)

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

- a comprehensive and systematic knowledge base regarding different layouts of a workshop and the maintenance thereof and making an effective selection on the basis of available detail to put together (design) a layout for a specific purpose;
- a comprehensive knowledge base regarding milling machines with regard to their uses, functions of the different components and have an informed and critical understanding of the principles and theories of different milling cutters and simple milling operations;
- extended knowledge of the use of a dividing head, the function(s) of the components of the dividing head and be able to do calculations for direct (rapid) indexing, simple and angle indexing;
- extended knowledge on the interpretation of the iron-carbon equilibrium diagram and demonstrate by means of integrated knowledge the different welding tests that can be performed;
- the ability to apply and explain the implementation and solving of integrated force, moments and stress and strain problems and challenges in real life situations,
- compile a programme of assessment according to the NCS and CAPS documents; and
- select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige en sistematiese kennis aangaande verskillende uitlegte van ŉ werkswinkel en die onderhoud daarvan, asook doeltreffende selektering op grond van beskikbare besonderhede, ten einde ŉ uitleg vir ŉ spesifieke doel te kan ontwerp;*
- *ŉ grondige kennisbasis aangaande walsmasjiene, die gebruike daarvan, die funksies van die verskillende onderdele, asook grondige en kritiese begrip aangaande die beginsels en teorieë ten opsigte van verskillende walssnyers en eenvoudige walsbewerkings;*
- *uitgebreide kennis aangaande die gebruik van ŉ verdeelkop, die funksie(s) van die onderdele van die verdeelkop, asook die vermoë om berekenings vir direkte (snelle), eenvoudige en hoekindeksering te kan maak;*
- *uitgebreide kennis aangaande die interpretering van die yster-koolstof ewewigsdiagram, asook om met behulp van geïntegreerde kennis die verskillende sweistoetse wat uitgevoer kan word, te kan demonstreer;*
- *die vermoë om die implementering en oplossing van probleme aangaande geïntegreerde krag, momente, spanning en druk, asook werklike lewensuitdagings te kan toepas en verduidelik,*
- *die samestelling van ŉ assesseringsprogram volgens die NBV- en KABV-dokumente; en*
- *die selektering en toepassing van toepaslike, vak-spesifieke onderrigmetodologieë en -strategieë verbonde aan Ingenieurstegnologie en vervaardiging en hegting in die AOO- en VOO-fases.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ITEE423**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Engineering Technology for Teachers: Manufacturing and Joining (vi)

Titel: Ingenieurstegnologie vir Onderwysers: Vervaardiging en Hegting (vi)

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

- demonstrate a comprehensive and systematic knowledge basis of milling machines regarding more advanced operations that are done on the machine, and do a critical evaluation thereof;
- critically evaluate an extended knowledge of the functioning and use of a dividing head when differential indexing has to be applied, do calculations for that and graphically and practically demonstrate the setting up of the necessary gears to the dividing head;
- demonstrate a comprehensive knowledge of gear tooth terms, calculations for cutting spur gears , helical gears and racks, as well as the effective processing skills for the practical implementation of that with the aid of the dividing head and gears;
- use and formulate different calculations for power transmission in gear systems;
- critically analyse the principles for computer-controlled machines, identify and critically analyse data and integrate that with various programming principles and manufacturing processes; and
- demonstrate the ability to function in changing and unfamiliar teaching contexts that require responsibility and initiative in order to communicate and facilitate the above-mentioned outcomes academically-professionally and effectively to learners at school.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige en sistematiese kennisbasis aangaande walsmasjiene ten opsigte van meer gevorderde bewerkings op die masjien, asook kritiese evaluering daarvan;*
- *kritiese evaluering van uitgebreide kennis aangaande die funksionering en gebruik van ŉ verdeelkop, indien differensiële indeksering toegepas moet word, die maak van berekenings daarvoor, asook grafiese en praktiese demonstrasie van die opstelling van tandratte aan die verdeelkop;*
- *grondige kennis aangaande tandratterminologie, berekenings vir snytandratte, skroefratte en -stange, sowel as doeltreffende verwerkingsvaardighede vir die praktiese implementering daarvan met behulp van die verdeelkop en tandratte;*
- *gebruik en formulering van verskillende berekenings vir kraggeleiding in tandrat-stelsels;*
- *kritiese analise van die beginsels vir rekenaarbeheerde masjiene, identifikasie en kritiese analise van data en die integrering daarvan met verskeie programmeringsbeginsels en vervaardigingsprosesse; en*
- *die vermoë om binne veranderende en onbekende onderrigkontekste wat verantwoordelikheid en inisiatief vereis, te kan funksioneer, ten einde bogenoemde uitkomste akademies-professioneel en doeltreffend te kan kommunikeer en fasiliteer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **LESE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Introduction to Learning Support within an Inclusive Education Approach

Titel: Inleiding tot Leerondersteuning in ŉ Inklusiewe Onderwysbenadering

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

- knowledge and informed understanding of different approaches, policy aspects, processes, terminology and concepts regarding learning support within inclusive education;
- knowledge and informed understanding regarding the general learning support and collaboration process;
- knowledge and informed understanding of a variety of learning support practices within inclusive education in schools in South Africa; and
- actions in accordance with basic and ethical principles that relate to learning support.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die verskillende benaderings, beleidsaspekte, prosesse, terminologie en konsepte ten opsigte van leerondersteuning binne inklusiewe Onderwys;*
- *kennis en grondige begrip aangaande die algemene leerondersteunings – en samewerkingsproses;*
- *kennis en grondige begrip aangaande ŉ verskeidenheid leerondersteuningspraktyke binne inklusiewe Onderwys in Suid-Afrikaanse skole; en*
- *optrede volgens die basiese en etiese beginsels aangaande leerondersteuning.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Learning Support: Introduction to Barriers to Learning

Titel: Leerondersteuning: Inleiding tot Leerhindernisse

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

- knowledge and informed understanding of different categories of barriers to learning;
- an ability to distinguish and classify the different categories of barriers to learning;
- knowledge and understanding as well as analytical skills regarding the inclusion of learners who experience barriers to learning;
- knowledge and informed understanding with regard to learners experiencing multiple categories of barriers to learning;
- knowledge and informed understanding of the diverse and unique learning needs of every learner experiencing barriers to learning; and
- actions in accordance with ethical and professional behaviour with regard to barriers to learning.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande verskillende kategorieë leerhindernisse;*
- *die vermoë om die verskillende kategorieë leerhindernisse te kan onderskei en klassifiseer;*
- *kennis en begrip, sowel as analitiese vaardighede aangaande die insluiting van leerders wat leerhindernisse ervaar;*
- *kennis en grondige begrip aangaande leerders wat veelvoudige kategorieë leerhindernisse ervaar;*
- *kennis en grondige begrip aangaande die diverse en unieke leerbehoeftes van elke leerder wat leerhindernisse ervaar; en*
- *optrede volgens etiese en professionele gedrag aangaande leerhindernisse.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Learning Support: Chronic Illnesses and Diseases and Poor Socio-Economic Circumstances

Titel: Leerondersteuning: Kroniese Siektetoestande en Swak Sosio-ekonomiese Omstandighede

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

- detailed knowledge and understanding of different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances;
- an ability to analyse, evaluate and synthesise the different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances based on the knowledge obtained;
- an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances;
- analytical and application skills with regard to the learning support and collaboration process for the different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances;
- a detailed knowledge and range of skills regarding curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances; and
- an understanding of the ethical implications of decisions regarding the learner experiencing different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande verskillende kroniese siektetoestande, sowel as leerhindernisse wat uit swak sosio-ekonomiese omstandighede voortspruit;*
- *die vermoë om die verskillende kroniese siektetoestande, sowel as leerhindernisse wat uit swak sosio-ekonomiese omstandighede voortspruit, te kan analiseer, evalueer en sintetiseer op grond van verworwe kennis;*
- *die vermoë om analitiese vaardighede aangaande die insluiting van leerders met verskillende kroniese siektetoestande, sowel as leerhindernisse wat uit swak sosio-ekonomiese omstandighede voortspruit, te kan takseer en demonstreer;*
- *analitiese en toepassingsvaardighede aangaande die leerondersteunings- en samewerkingsproses ten opsigte van kroniese siektetoestande, sowel as leerhindernisse wat uit swak ekonomiese omstandighede voortspruit;*
- *grondige kennis en ŉ reeks vaardighede aangaande kurrikulum- en assesseringsmodifikasie, asook die tegemoetkoming in enige klaskamer van leerders met diverse leerbehoeftes wat verskillende kroniese siektetoestande, asook leerhindernisse wat uit swak sosio-ekonomiese omstandighede voortspruit, ervaar; en*
- *begrip aangaande die etiese implikasies van besluite ten opsigte van die leerder wat verskillende kroniese siektetoestande, sowel as leerhindernisse wat uit swak sosio-ekonomiese omstandighede voortspruit, ervaar.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Learning Support : Physical, Neural and Intellectual Impairments

Titel: Leerondersteuning: Fisiese, Neurale en Intellektuele Gestremdhede

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

- detailed knowledge and understanding of different physical, neural and intellectual impairments;
- an ability to analyse, evaluate and synthesise the different physical and neural impairments as well as intellectual impairments based on the knowledge gained;
- an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different physical and neural impairments as well as intellectual impairments;
- analytical and application skills regarding the learning support and collaboration process for the different physical, neural and intellectual impairments;
- detailed knowledge and skills with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different physical, neural and intellectual impairments; and
- an understanding of the ethical implications of decisions regarding learners who experience different physical, neural and intellectual impairments.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande verskillende fisiese, neurale en intellektuele gestremdhede;*
- *die vermoë om die verskillende fisiese, neurale en intellektuele gestremdhede te kan analiseer, evalueer en sintetiseer op grond van verworwe kennis;*
- *die vermoë om analitiese vaardighede aangaande die insluiting van leerders met verskillende fisiese, neurale en intellektuele gestremdhede te kan takseer en demonstreer;*
- *analitiese en toepassingsvaardighede aangaande die leerondersteunings- en samewerkingsproses ten opsigte van fisiese, neurale en intellektuele gestremdhede;*
- *grondige kennis en vaardighede aangaande kurrikulum- en assesseringsmodifikasie, asook die tegemoetkoming in enige klaskamer van leerders met diverse leerbehoeftes wat verskillende fisiese, neurale en intellektuele gestremdhede ervaar; en*
- *begrip aangaande die etiese implikasies van besluite ten opsigte van leerders wat verskillende fisiese, neurale en intellektuele gestremdhede ervaar.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Learning Support: Sensory and Learning Impairments as well as Giftedness

Titel: Leerondersteuning: Sensoriese- en Leergestremdhede, asook Begaafdheid

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

- integrated knowledge and understanding of different sensory and learning impairments as well as giftedness;
- an ability to identify, analyse and critically reflect on the different sensory and learning impairments as well as giftedness;
- integrated knowledge and understanding with regard to the multiplicity and combination of different sensory and learning impairments as well as giftedness;
- an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different sensory and learning impairments, as well as giftedness;
- an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different sensory and learning impairments as well as giftedness;
- an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different sensory and learning impairments as well as giftedness; and
- that in the work there is a reflection of values, ethical conduct and justified decision-making appropriate to the practice of supporting the learner experiencing different sensory impairments and learning impairments as well as giftedness.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die verskillende sensoriese- en leergestremdhede, asook begaafdheid;*
- *die vermoë om die verskillende sensoriese- en leergestremdhede, asook begaafdheid te kan identifiseer, analiseer en krities daaroor te kan besin;*
- *geïntegreerde kennis en begrip aangaande die veelvoudigheid en kombinasie van verskillende sensoriese- en leergestremdhede, asook begaafdheid;*
- *die vermoë om analitiese vaardighede aangaande die insluiting van leerders met verskillende sensoriese- en leergestremdhede, asook begaafdheid te kan takseer en demonstreer;*
- *die vermoë om toepaslike prosesse aangaande die leerondersteunings- en samewerkingsproses ten opsigte van die verskillende sensoriese- en leergestremdhede, asook begaafdheid te kan selekteer, evalueer en toepas;*
- *die vermoë om toepaslike metodes aangaande kurrikulum- en assesseringsmodifikasie, asook die tegemoetkoming in enige klaskamer van leerders met diverse leerbehoeftes wat verskillende sensoriese- en leergestremdhede, asook begaafdheid ervaar, te kan selekteer, evalueer en toepas; en*
- *besinning oor waardes, etiese optrede en geregverdigde besluitneming in sy/haar werk, soos van toepassing op die praktyk van leerondersteuning vir die leerder wat verskillende sensoriese- en leergestremdhede, asook begaafdheid ervaar.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Learning Support: Sensory and Learning Impairments as well as Giftedness

Titel: Leerondersteuning: Sensoriese- en Leergestremdhede, asook Begaafdheid

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

- integrated knowledge and understanding of different sensory and learning impairments as well as giftedness;
- an ability to identify, analyse and critically reflect on the different sensory and learning impairments as well as giftedness;
- integrated knowledge and understanding with regard to the multiplicity and combination of different sensory and learning impairments as well as giftedness;
- an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different sensory and learning impairments, as well as giftedness;
- an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different sensory and learning impairments as well as giftedness;
- an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different sensory and learning impairments as well as giftedness; and
- that in the work there is a reflection of values, ethical conduct and justified decision-making appropriate to the practice of supporting the learner experiencing different sensory impairments and learning impairments as well as giftedness.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die verskillende sensoriese- en leergestremdhede, asook begaafdheid;*
- *die vermoë om die verskillende sensoriese- en leergestremdhede, asook begaafdheid te kan identifiseer, analiseer en krities daaroor te kan besin;*
- *geïntegreerde kennis en begrip aangaande die veelvoudigheid en kombinasie van verskillende sensoriese- en leergestremdhede, asook begaafdheid;*
- *die vermoë om analitiese vaardighede aangaande die insluiting van leerders met verskillende sensoriese- en leergestremdhede, asook begaafdheid te kan takseer en demonstreer;*
- *die vermoë om toepaslike prosesse aangaande die leerondersteunings- en samewerkingsproses ten opsigte van die verskillende sensoriese- en leergestremdhede, asook begaafdheid te kan selekteer, evalueer en toepas;*
- *die vermoë om toepaslike metodes aangaande kurrikulum- en assesseringsmodifikasie, asook die tegemoetkoming in enige klaskamer van leerders met diverse leerbehoeftes wat verskillende sensoriese- en leergestremdhede, asook begaafdheid ervaar, te kan selekteer, evalueer en toepas; en*
- *besinning oor waardes, etiese optrede en geregverdigde besluitneming in sy/haar werk, soos van toepassing op die praktyk van leerondersteuning vir die leerder wat verskillende sensoriese- en leergestremdhede, asook begaafdheid ervaar.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Learning Support: Emotional, Social and Behaviour Difficulties

Titel: Leerondersteuning: Emosionele-, Sosiale- en Gedragsprobleme

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

- integrated knowledge and understanding of different emotional, social and behaviour difficulties;
- an ability to identify, analyse and critically reflect on the different emotional, social and behaviour difficulties;
- an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different psychological, emotional and behaviour problems;
- an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different emotional, social and behaviour difficulties;
- an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different emotional, social and behaviour difficulties; and
- that in the work there is a reflection of values, ethical conduct and justified decision making appropriate to the practice of support of the learner experiencing different emotional, social and behaviour difficulties.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande verskillende emosionele-, sosiale- en gedragsprobleme;*
- *die vermoë om verskillende emosionele-, sosiale- en gedragsprobleme te kan identifiseer, analiseer en krities daaroor te kan besin;*
- *die vermoë om analitiese vaardighede aangaande die insluiting van leerders met verskillende psigologiese-, emosionele- en gedragsprobleme te kan takseer en demonstreer;*
- *die vermoë om toepaslike prosesse aangaande die leerondersteunings- en samewerkingsproses ten opsigte van verskillende emosionele-, sosiale- en gedragsprobleme te kan selekteer, evalueer en toepas;*
- *die vermoë om toepaslike metodes aangaande kurrikulum- en assesseringsmodifikasie, asook die tegemoetkoming in enige klaskamer van leerders met diverse leerbehoeftes wat verskillende emosionele-, sosiale- en gedragsprobleme ervaar, te kan selekteer, evalueer en toepas; en*
- *'n besinning oor waardes, etiese optrede en geregverdigde besluitneming in sy/haar werk, soos van toepassing op die praktyk van leerondersteuning vir die leerder wat verskillende emosionele-, sosiale- en gedragsprobleme ervaar.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Learning Support: Introduction to Applied Learning Support

Titel: Leerondersteuning: Inleiding tot Toegepaste Leerondersteuning

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

- critical understanding, evaluation and specialised knowledge of the identification, assessment, learning support and collaboration process, of at least two barriers to learning;
- analytical and constructive knowledge and skills with regard to the inclusion of learners who experience these two barriers to learning;
- an ability to select, evaluate and demonstrate a specialised knowledge of appropriate curriculum and assessment modification and accommodation of these two barriers to learning;
- an ability to develop and demonstrate interviewing skills in the learning support and collaboration process; and
- an ability critically to evaluate the appropriate ethical conduct towards the learner experiencing barriers to learning as well as towards the involved role players.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kritiese begrip, evaluering en gespesialiseerde kennis aangaande die identifisering, assessering, leerondersteunings- en samewerkingsproses ten opsigte van minstens twee leerhindernisse;*
- *analitiese en konstruktiewe kennis en vaardighede aangaande die insluiting van leerders wat sodanige twee leerhindernisse ervaar;*
- *die vermoë om gespesialiseerde kennis aangaande toepaslike kurrikulum- en assesseringsmodifikasie, met inbegrip van sodanige twee leerhindernisse te kan selekteer, evalueer en demonstreer;*
- *die vermoë om onderhoudvoeringsvaardighede in die leerondersteunings- en samewerkingsproses te kan ontwikkel en demonstreer; en*
- *die vermoë om toepaslike etiese optrede teenoor die leerder wat leerhindernisse ervaar, asook teenoor die betrokke rolspelers krities te kan evalueer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LESE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Learning Support: Applied Learning Support

Titel: Leerondersteuning: Toegepaste Leerondersteuning

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

- critical understanding and application of the assessment, learning support and collaboration process, specialising in the two barriers to learning identified in LESE 411;
- critical understanding and application of the curriculum and assessment modification and accommodation, specialising in the two barriers to learning identified in LESE 411;
- an accurate, coherent, appropriate and creative presentation of the findings on the above as case studies during facilitation sessions;
- an accurate, coherent and appropriate presentation of the findings in comprehensive and professional reports on these two identified learners; and
- an ability critically to judge and apply the appropriate professional and ethical conduct towards these two learners experiencing barriers to learning as well as towards the involved role players.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kritiese begrip en toepassing van die assesserings-, leerondersteunings- en samewerkingsproses, met spesialisering in die twee leerhindernisse wat in LESE 411 geïdentifiseer is;*
- *kritiese begrip en toepassing van die kurrikulum- en assesseringsmodifikasie, met inbegrip van spesialisering in die twee leerhindernisse wat in LESE 411 geïdentifiseer is;*
- *'n akkurate, samehangende, toepaslike en skeppende aanbieding van die bevindings aangaande bogenoemde as gevallestudies tydens fasiliteringsessies;*
- *'n akkurate, samehangende en toepaslike aanbieding van die bevindings in volledige en professionele verslae aangaande die twee geïdentifiseerde leerders; en*
- *die vermoë om toepaslike professionele en etiese optrede teenoor sodanige twee leerders, asook teenoor die betrokke rolspelers krities te kan beoordeel en toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Life Sciences for Education: Biochemistry and Cytology

Titel: Lewenswetenskappe vir Onderwys: Biochemie en Sitiologie

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

- basic research skills such as gathering and analysing data from literature and experiments on processes during respiration, photosynthesis and biochemistry in order to develop process skills such as planning and execution of experiments, making observations, and drawing conclusions;
- knowledge and informed understanding of the scientific method, basic chemistry, biochemistry, microscopy, cytology and bio-energetics;
- the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context;
- the ability to communicate their understanding of relevant concepts and experimental processes by means of visual data, responsive linguistic skills (scientific literacy) in oral and written presentations accurately and coherently, with understanding of copyright and rules on plagiarism;
- the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and
- monitor own learning progress, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *basiese navorsingsvaardighede, soos die insameling en analisering van data vanuit die literatuur, asook eksperimente aangaande prosesse tydens asemhaling, fotosintese en biochemie, ten einde verwerkingsvaardighede soos die beplanning en uitvoering van eksperimente, waarnemings en die maak van gevolgtrekkings, te kan ontwikkel;*
- *kennis en grondige begrip aangaande die wetenskaplike metode, basiese chemie, biochemie, mikroskopie, sitiologie en bio-energie;*
- *die vermoë om die stappe van die wetenskaplike metode te kan identifiseer en implementeer, ten einde basiese wetenskaplike probleme aangaande die vermelde inhoud en vertroude konteks te kan oplos;*

- *die vermoë om sy/haar begrip aangaande toepaslike konsepte en eksperimentele prosesse met behulp van visuele data, deelnemende linguistieke vaardighede (wetenskaplike geletterdheid), in skriftelike en mondelinge aanbiedings, akkuraat en samehangend, te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat;*
- *die vermoë om tydens groepwerk op toepaslike wyse 'n bydrae te kan lewer, ten einde eksperimente, verslae en projekte aangaande die vermelde inhoud suksesvol te kan voltooi, met inbegrip van die aanvaarding van verantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste; en*
- *die monitor van eie leervordering en die implementering van toepaslike leerstrategieë deur grafiese voorstellings en opsommings te kan gebruik om leer te verbeter, ten einde taakuitkomste suksesvol te kan verwesenlik, asook die sentrale temas in Lewenswetenskappe, naamlik struktuur, funksie en aanpassing, te kan beklemtoon.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Sciences for Education: Cell Processes and Tissues

Titel: Lewenswetenskappe vir Onderwys: Selprosesse en Weefsels

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

- knowledge and informed understanding of cell division, protein synthesis, plant and animal tissues, fundamental physiology terms, as well as basic genetic concepts;
- the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context;
- basic research skills such as gathering and analysing data from literature and experiments on processes during cell division, protein synthesis and genetics in order to develop process skills such as planning and execution of practical investigations, making accurate observations and drawing conclusions;
- the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and
- monitor own learning progress through self-assessment, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande selverdeling, proteïensintese, plant- en dierweefsels, Fundamentele fisiologie-terminologie, asook basiese genetiese konsepte;*
- *die vermoë om die stappe van die wetenskaplike metode te kan identifiseer en implementeer, ten einde basiese wetenskaplike probleme aangaande die vermelde inhoud en vertroude konteks te kan oplos;*
- *basiese navorsingsvaardighede, soos die insameling en analisering van data vanuit die literatuur, asook eksperimente aangaande prosesse tydens selverdeling, proteïensintese en genetika, ten einde verwerkingsvaardighede soos die beplanning en uitvoering van praktiese ondersoeke, akkurate waarnemings en die maak van gevolgtrekkings, te kan ontwikkel;*
- *die vermoë om tydens groepwerk op toepaslike wyse 'n bydrae te kan lewer, ten einde eksperimente, verslae en projekte aangaande die vermelde inhoud suksesvol te kan voltooi, met inbegrip van die aanvaarding van verantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste; en*
- *die monitor van eie leervordering deur self-assessering en die implementering van toepaslike leerstrategieë met behulp van grafiese voorstellings en opsommings te kan gebruik om leer te kan verbeter, ten einde taakuitkomste suksesvol te kan verwesenlik, asook die sentrale temas in Lewenswetenskappe, naamlik struktuur, funksie en aanpassing, te kan beklemtoon.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae

Titel: Lewenswetenskappe vir Onderwys: Taksonomie en Prosesse van Virusse, Bakterieë, Swamme, Alge en Plantagtige Protista

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

- detailed knowledge and informed understanding of selected examples of viruses, bacteria and plant-like protists, plants, as well as concepts where the mentioned content would be embedded in;
- understanding and contributing to different views on controversial issues including ethno-botany and bio-ethics;
- the ability to plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content, apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;
- the ability to select and implement suitable inquiry teaching and learning strategies to guarantee effective learning and teaching regarding the content; and
- the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande uitgesoekte voorbeelde van virusse, bakterieë, plantagtige protista, plante, asook konsepte waarbinne die vermelde inhoud vasgelê sal wees;*
- *begrip aangaande en bydrae tot verskillende sienswyses ten opsigte van kontroversiële kwessies, insluitend etno-botanies en bio-etiek;*
- *die vermoë om die stappe van die wetenskaplike metode te kan beplan en implementeer, ten einde wetenskaplike probleme aangaande die vermelde inhoud te kan oplos, analiseer, evalueer en sintetiseer, die gevolgtrekkings binne gegewe kontekste te kan toepas, asook om sy/haar begrip aangaande konsepte en eksperimentele prosesse met behulp van akkurate en samehangende, skriftelike en mondelinge kommunikasie, te kan kommunikeer;*
- *die vermoë om toepaslike ondersoekende onderrig- en leerstrategieë te kan selekteer en implementeer, ten einde doeltreffende onderrig-leer aangaande die inhoud te kan waarborg; en*
- *die vermoë om tydens groepwerk op toepaslike wyse 'n bydrae te kan lewer, ten einde eksperimente, verslae en projekte aangaande die vermelde inhoud suksesvol te kan voltooi, met inbegrip van die aanvaarding van verantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Sciences for Education: Protista and Zoology

Titel: Lewenswetenskappe vir Onderwys: Protista en Dierkunde

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

- detailed knowledge and understanding of the Kingdoms Protista (animal-like) and Animalia from a developmental theoretical perspective, which will include the basic comparative anatomy and physiology of the following phyla: Porifera, Cnidaria, Mollusca, Annelida, Arthropoda, Echinodermata and Chordata, and evaluate their economic and ecological importance in the ecosystem;
- understanding of the ethical implications of decisions, actions and practices specifically relevant to dissecting organs and/or animals, in accordance with the code of relevant and current ethical procedures;
- the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; and
- the ability to select and implement suitable teaching and learning strategies, such as peer assessment, to guarantee effective learning and teaching regarding the content.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die Protista-Koninkryk (dieragtig) en Animalia vanuit 'n ontwikkelings-teoretiese perspektief, met inbegrip van die basiese vergelykende anatomie en fisiologie van die volgende Filums: Porifera, Cnidaria, Molluska, Annelida, Arthropoda, Echinodermata (stekelhuidiges) en Chordata, asook om die ekonomiese en ekologiese belangrikheid daarvan op die ekostelsel te kan evalueer;*
- *begrip aangaande die etiese implikasies van besluite, optrede en praktyke, soos spesifiek van toepassing op die ontleding van organe en/of diere, volgens die toepaslike, huidige etiese prosedurekode;*

- *die vermoë om die stappe van die wetenskaplike metode te kan beplan en implementeer, ten einde wetenskaplike probleme aangaande die vermelde inhoud te kan oplos, analiseer, evalueer en sintetiseer, die gevolgtrekkings binne gegewe kontekste te kan toepas, asook om sy/haar begrip aangaande konsepte en eksperimentele prosesse met behulp van akkurate en samehangende, skriftelike en mondelinge kommunikasie, te kan kommunikeer; en*
- *die vermoë om toepaslike onderrig-leerstrategieë, soos portuurassessering, te kan selekteer en implementeer, ten einde doeltreffende onderrig-leer aangaande die inhoud te kan waarborg.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Sciences for Education: Anatomy and Physiology of Man – Locomotion-, Muscle-, Transport-, Immunology- and Nutritional Systems

Titel: Lewenswetenskappe vir Onderwys: Menslike Anatomie en Fisiologie van die Mens – Skelet-, Vervoer-, Immunologie- en Voedingstelsels

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

- integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: locomotion, muscles, transport, immunology and nutrition with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body;
- the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;
- the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and
- the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the module content; and
- the ability to act as a group member and contribute appropriate knowledge and skills to successfully complete a task, taking co-responsibility for learning progress and outcome realization of the group.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die volgende Menslike Anatomie- en Fisiologiese stelsels: voortbewegingsvermoë, weefsel-, vervoer-, immunologie en voedingstelsels, met die klem op die struktuur, funksies en aanpassings van sodanige stelsels, ten einde binne die homeostase van die menslike liggaam te kan funksioneer;*
- *die vermoë om die stappe van die wetenskaplike metode te kan beplan en implementeer, ten einde wetenskaplike probleme aangaande die vermelde inhoud te kan oplos, analiseer, evalueer en sintetiseer, die gevolgtrekkings binne gegewe kontekste te kan toepas, asook om sy/haar begrip aangaande konsepte en eksperimentele prosesse met behulp van akkurate en samehangende, skriftelike en mondelinge kommunikasie, te kan kommunikeer;*
- *die vermoë om ingewikkelde kwessies aangaande siektetoestande ten opsigte van bogenoemde stelsels te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek op grond van ŉ gesonde lewenstyl;*
- *die vermoë om toepaslike onderrig-leerstrategieë, soos portuurassessering, te kan selekteer en implementeer, ten einde doeltreffende onderrig-leer aangaande die module-inhoud te kan waarborg; en*
- *die vermoë om as groepslid te kan optree en toepaslike kennis en vaardighede te kan bydra, ten einde ŉ taak suksesvol te kan voltooi, met inbegrip van die aanvaarding van verantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Life Sciences for Education: Anatomy and Physiology of Man: Gaseous Exchange, Excretion, Osmoregulation and Co-Ordination Systems as well as Homeostasis and Temperature Regulation

Titel: Lewenswetenskappe vir Onderwys: Menslike Anatomie en Fisiologie – Verwisseling van Gasse, Uitskeiding en Afskeiding, Osmotiese Regulering, sowel as Homeostase en Temperatuurregulering

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

- integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: gaseous exchange, excretion and osmoregulation, co-ordination, homeostasis and temperature regulation with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body;
- the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;
- the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and
- the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the content.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die volgende Menslike Anatomie- en Fisiologiese stelsels: verwisseling van gasse, uitskeiding en afskeiding, osmotiese regulering, koördinering, homeostase en temperatuurregulering, met die klem op die struktuur, funksies en aanpassings, ten einde binne die homeostase van die menslike liggaam te kan funksioneer;*
- *die vermoë om die stappe van die wetenskaplike metode te kan beplan en implementeer, ten einde wetenskaplike probleme aangaande die vermelde inhoud te kan oplos, analiseer, evalueer en sintetiseer, die gevolgtrekkings binne gegewe kontekste te kan toepas, asook om sy/haar begrip aangaande konsepte en eksperimentele prosesse met behulp van akkurate en samehangende, skriftelike en mondelinge kommunikasie, te kan kommunikeer;*
- *die vermoë om ingewikkelde kwessies aangaande siektetoestande ten opsigte van bogenoemde stelsels te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek op grond van ŉ gesonde lewenstyl; en*
- *die vermoë om toepaslike onderrig-leerstrategieë te kan selekteer en implementeer, ten einde doeltreffende onderrig-leer aangaande die inhoud te kan waarborg.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Life Sciences for Education: Environmental Studies – Ecology and Sustainable Living

Titel: Lewenswetenskappe vir Onderwys: Omgewingstudies – Ekologie en Volhoubare Lewe

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

- integrated knowledge and understanding of the structure, composition, organisation and classification of the ecosphere, the dynamics of ecosystem functioning, evaluate and apply the laws of thermodynamics, limiting factors, and theories on population growth to different scenario's regarding the environmental crises;
- the ability to identify, analyse and critically reflect on and address complex real life environmental issues by suggesting solutions based on theories evidence of best practice regarding sustainable use of the earth's resources;
- reflect on values, ethical conduct and justifiable decision making regarding their own contribution to the environmental crises;
- accurate and coherent scientific written and verbal communication of the analysis of different environmental issues and solutions thereof in projects, experimental reports, class work and summative assessment tasks;
- the ability to select and implement suitable teaching – learning strategies to guarantee effective teaching and learning regarding the content; and
- responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die struktuur, samestelling, organisasie en klassifikasie van die ekosfeer, die dinamika van ekostelsel-funksionering, asook om die wette aangaande termodinamika en beperkende faktore en teorieë aangaande bevolkingsgroei te kan evalueer en op verskillende scenario's ten opsigte van die omgewingskrisisse te kan toepas;*

- *die vermoë om ingewikkelde, werklike lewensomgewingskwessies te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek deur oplossings op grond van teoriebewyse van beste praktyk aangaande volhoubare gebruik van die aarde se bronne aan die hand te kan doen;*
- *besinning oor waardes, etiese optrede en geregverdigde besluitneming aangaande sy/haar eie bydrae tot die omgewingskrisisse;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie aangaande die analise van verskillende omgewingskwessies en gevolgtrekkings daaroor in projekte, eksperimentele verslae, klaswerk en summatiewe assesseringstake;*
- *die vermoë om toepaslike onderrig-leerstrategieë te kan selekteer en implementeer, ten einde doeltreffende onderrig-leer aangaande die inhoud te kan waarborg; en*
- *verantwoordelikheid vir eie leerbehoeftes, die monitor van sy/haar eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van hardekopie- en elektroniese hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LIFE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Life Sciences for Education: Human Reproduction, Genetics and Continuity of Life

Titel: Lewenswetenskappe vir Onderwys: Menslike Voortplanting, Genetika en Lewenskontinuïteit

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

- integrated knowledge and understanding of the structure and function of the human reproductive systems;
- an ability to apply facts and principles to genetic case studies in order to determine the inheritance probability;
- understanding of how knowledge regarding reproduction and genetics relates to continuity of life;
- the ability to select, evaluate and apply scientific methods of enquiry to establish their own world view on the origin of life and evolution;
- reflect on values, ethical conduct and justifiable decision making regarding the facilitation of human reproduction and evolution in the Senior and FET phase;
- the ability to communicate in an accurate and coherent manner, both verbally and in writing;
- the ability to select and implement suitable teaching-learning strategies to guarantee effective teaching and learning regarding the content; and
- responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die struktuur en funksie van die menslike voortplantingstelsels;*
- *die vermoë om feite en beginsels op genetiese gevallestudies te kan toepas, ten einde die oorerwingswaarskynlikheid te kan bepaal;*
- *begrip aangaande die wyse waarop voortplanting en genetika met lewenskontinuïteit verband hou;*
- *die vermoë om wetenskaplike ondersoekmetodes te kan selekteer, evalueer en toepas, ten einde sy/haar eie wêreldbeskouing aangaande die ontstaan van lewe en evolusie te kan vestig;*
- *besinning oor waardes, etiese optrede en geregverdigde besluitneming aangaande die fasilitering van menslike voortplanting en evolusie in die Senior en VOO-fases;*
- *die vermoë om op akkurate en samehangende wyse, mondelings en skriftelik te kan kommunikeer;*
- *die vermoë om toepaslike onderrig-leerstrategieë te kan selekteer en implementeer, ten einde doeltreffende onderrig-leer aangaande die inhoud te kan waarborg; en*
- *verantwoordelikheid vir eie leerbehoeftes, die monitor van sy/haar eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van hardekopie- en elektroniese hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOCE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Life Orientation: The World of Work

Titel: Lewensoriëntering: Die Wêreld van Werk

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

- integrated knowledge and understanding of the official policy documents of the Department of Education in Life Orientation with the focus on Career Education;
- the ability to identify, analyse and critically reflect on the theories related to Career Education;
- the ability to identify and understand strategies for job hunting;
- integrated knowledge and understanding the features of labour market including emerging trends and impact of change in the world of work;
- to apply ethical conduct, values in the work place through good decision making; and
- to apply skills in the work place in order to work as a team and to solve problems in the work place.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die beleidsdokumente van die Departement van Onderwys in Lewensoriëntering, met die fokus op Beroepsonderwys;*
- *die vermoë om die teorieë aangaande Beroepsonderwys te kan identifiseer, analiseer en krities daaroor te kan besin;*
- *die vermoë om werksoek-strategieë te kan identifiseer en begryp;*
- *geïntegreerde kennis en begrip aangaande die kenmerke van die arbeidsmark, met inbegrip van opkomende tendense en die impak van verandering op die wêreld van werk;*
- *toepassing van etiese optrede en waardes in die werksplek met behulp van goeie besluitneming; en*
- *toepassing van vaardighede in die werksplek, ten einde as'n span te kan saamwerk en probleme in die werksplek te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOCE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Life Orientation: Career Education

Titel: Lewensoriëntering: Beroepsonderwys

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

- integrate and understand of contested knowledge of teaching approaches that will enable the teacher to engage in teaching career education;
- reflect on ethical conduct and values through antidiscrimination education in career education;
- the ability to select and evaluate career education programmes for learners through relevant research methods;
- integrate media in the career education classroom or centre to understand the world of work; and
- accurate and coherent written en verbal communication in Career Education through lesson plans, work schedules, tasks, projects and portfolios.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde begrip aangaande aanvegbare kennis ten opsigte van onderrigbenaderings wat die onderwyser in staat kan stel om by Beroepsonderwys betrokke te kan raak;*
- *besinning oor etiese optrede en waardes met behulp van anti-diskrimineringsonderrig in Beroepsonderwys;*
- *die vermoë om beroepsonderwysprogramme vir leerders met behulp van toepaslike navorsingsmetodes te kan selekteer en evalueer;*
- *media-integrering in die beroepsonderwysklaskamer of -sentrum, ten einde die wêreld van werk te kan begryp; en*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie in Beroepsonderwys met behulp van lesplanne, werkskedules, take, projekte en portefeuljes.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*:**LOPE311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Orientation: Physical Education – Exercise Science, Selected Recreational Movement Activities and Physical Fitness

Titel: Lewensoriëntering: Liggaamlike Opvoeding – Oefenkunde, Uitgesoekte Ontspannings-Bewegingsaktiwiteite en Fisiese Fiksheid

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die terminologie, konsepte, beginsels en teorieë van anatomie, toegepaste fisiologie en oefenkunde korrek te kan evalueer en op die aanbieding van uitgesoekte ontspannings-bewegingsaktiwiteite en fisiese fiksheid te kan toepas, en om lesse binne die veld van Liggaamlike Opvoeding te kan aanbied, asook begrip van die verband tussen sodanige kennis en Lewensoriëntering in die Senior en VOO-fases;*
- *die vermoë om ingewikkelde, toegepaste fisiologiese en oefenkundeprobleme te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek, asook om praktyk-gedrewe oplossings tydens die aanbieding van uitgesoekte ontspannings-bewegings- en fisiese fiksheidsaktiwiteite met behulp van teorie-gedrewe beredenering te kan toepas;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die aanbieding van lesse in uitgesoekte ontspannings-bewegings- en fisiese fiksheidsaktiwiteite in die toepaslike Liggaamlike Opvoedingspraktyk;*
- *bestuur van ŉ groep medestudente of Senior/VOO-fase leerders binne ŉ onbekende konteks, ten einde ŉ kontekstuele probleem te kan oplos, bv. die aanleer van nuwe ontspannings-bewegings- en fisiese fiksheidsvaardighede, met inbegrip van die monitor van groepvordering, die aanvaarding van verantwoordelikheid vir taakuitkomste en die toepassing van toepaslike bronne, waar nodig; en*
- *volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOPE321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Life Orientation: Physical Education – Motor Learning, Sport and Selected Recreational Movement Activities

Titel: Lewensoriëntering: Liggaamlike Opvoeding – Motoriese Leer, Sport en Uitgesoekte Ontspannings-Bewegingsaktiwiteite

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die terminologie, konsepte, beginsels en teorieë van motoriese leer, die aanbieding van sportvaardighede en -taktiek en uitgesoekte ontspannings-bewegingsaktiwiteite korrek te kan evalueer en op die aanbieding van sportvaardighede en -taktieke en uitgesoekte ontspannings-bewegingsaktiwiteite te kan toepas, en om lesse binne die veld van Liggaamlike Opvoeding te kan voltooi, asook begrip van die verband tussen sodanige kennis en Lewensoriëntering in die Senior en VOO-fases;*
- *die vermoë om ingewikkelde motoriese leerprobleme te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek, asook om praktyk-gedrewe oplossings by die aanbieding van sportvaardighede en uitgesoekte ontspannings-bewegingsaktiwiteite tydens Liggaamlike Opvoedinglesse met behulp van teorie-gedrewe beredenering te kan toepas;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die aanbieding van lesse in sportvaardighede en -taktiek en uitgesoekte ontspannings-bewegingsaktiwiteite in die toepaslike Liggaamlike Opvoedingspraktyk;*
- *bestuur van ŉ groep medestudente of Senior/VOO-fase leerders binne ŉ onbekende konteks, ten einde ŉ kontekstuele probleem te kan oplos, bv. die aanleer van nuwe sport- en ontspannings-bewegingsvaardighede, met inbegrip van die monitor van groepvordering, die aanvaarding van verantwoordelikheid vir taakuitkomste en die toepassing van toepaslike bronne, waar nodig; en*
- *aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van alle bronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOPV111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Life Orientation: Personal Life Skills and Ethics (i)

Titel: Lewensoriëntering: Persoonlike Lewensvaardighede en Etiek (i)

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

- knowledge and an informed understanding of

- what Personal Life Skills and ethics are,
- the concepts of Personal Life Skills and ethics as prerequisite for pro-social behaviour,
- the theories underpinning Personal Life skills and ethics, and
- self-awareness as well as the nature of the self as social being and the essence of being human; and

- knowledge and an understanding of the important role of personal effectiveness in pro-social behaviour of the self in society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande*
  - *wat Persoonlike Lewensvaardighede en etiek behels,*
  - *die konsepte ten opsigte van Persoonlike Lewensvaardighede en etiek as voorvereiste tydens pro-sosiale optrede,*
  - *die Fundamentele teorieë ten opsigte van Persoonlike Lewensvaardighede en etiek, en*
  - *bewustheid van die self, sowel as aangaande die aard van die self as sosiale wese, asook die essensie daarvan om menslik te kan wees; en*
- *kennis en begrip aangaande die belangrike rol van persoonlike doeltreffendheid tydens pro-sosiale optrede van die self in die samelewing.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOPV121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Orientation: Personal Life Skills and Ethics (ii)

Titel: Lewensoriëntering: Persoonlike Lewensvaardighede en Etiek (ii)

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

- detailed knowledge and informed understanding of
  - interpersonal relationships,
  - various ethics of relationships,
  - interaction skills of the self in society, and
  - experiential and dialogical teaching strategies within Life Orientation;
- an ability to select, plan, implement and present a theoretically-based learning opportunity in order to apply effective teaching and assessment strategies suitable to Life Orientation in the Senior and FET phases; and
- the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant Personal Development themes into lesson planning, assessment strategies and instructional skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande*
  - *interpersoonlike verhoudings,*
  - *verskeie etiese waardes ten opsigte van verhoudings,*
  - *interaksie-vaardighede van die self in die samelewing, en*
  - *ervarings- en dialogiese onderrig-leer strategieë binne Lewensoriëntering;*
- *die vermoë om 'n teoreties-gebaseerde leergeleentheid te kan selekteer, beplan, implementeer en aanbied, ten einde doeltreffende en toepaslike onderrig- en assesseringstrategieë op Lewensoriëntering in die Senior en VOO-fases te kan toepas; en*
- *die vermoë om individueel en as deel van 'n groep te kan funksioneer, ten einde toepaslike bydraes tot die suksesvolle integrering van toepaslike Persoonlike Ontwikkelingstemas by lesbeplanning, assesseringstrategieë en onderrigvaardighede te kan lewer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOSE211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Orientation: Society and Environment (i)

Titel: Lewensoriëntering: Samelewing en Omgewing (i)

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

- demonstrate detailed knowledge and understanding of specific aspects for Social and Environmental responsibility:
  - how knowledge of aspects for Social and Environmental responsibility relates to applicable knowledge within the fields of Life Orientation in the Senior Phase, and
  - the origin and development of knowledge within the field of Life Orientation in the Senior Phase, and critical understanding of schools of thought and forms of explanations typical within the field of Life Orientation in the Senior Phase;
- to distinguish and solve social and environmental issues in unfamiliar contexts and to apply the solutions to support progress/development in the practice of Life Orientation in the Senior Phase;
- understand the ethical and professional implications of decisions, actions and practices specifically relevant to social and environmental issues , in accordance with the code of conduct/rules of practice;
- use discipline-specific methods and techniques of scientific enquiry and information gathering on social and environmental issues from relevant discipline-related sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Life Orientation in the Senior Phase;
- accurately and coherently demonstrate written and verbal communication of project and case studies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- act as group member and a group leader and contribute appropriate information/skills to successfully complete a task/project/case study, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and
- integrate specialized subject knowledge in order to present lessons in accordance with applicable principles.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande spesifieke aspekte vir Sosiale en Omgewingsverantwoordelikheid te kan demonstreer:*
  - *die verband tussen kennis aangaande aspekte van Sosiale en Omgewingsverantwoordelikheid en toepaslike kennis binne die veld van Lewensoriëntering in die Senior Fase, en*
  - *die ontstaan en ontwikkeling van kennis binne die veld van Lewensoriëntering in die Senior Fase, asook kritiese begrip aangaande denkskole en tipiese verklaringsvorme binne die veld van Lewensoriëntering in die Senior Fase;*
- *sosiale en omgewingskwessies binne onbekende kontekste te kan onderskei en oplos, asook om die oplossings te kan toepas, ten einde vordering/ontwikkeling binne die praktyk van Lewensoriëntering in die Senior Fase te kan ondersteun;*
- *die etiese en professionele implikasies van besluite, optrede en praktyke, spesifiek aangaande sosiale en omgewingskwessies, volgens die gedragskode/reëls in die praktyk te kan begryp;*
- *vak-spesifieke metodes en tegnieke van wetenskaplike ondersoek en inligtinginsameling, asook inligting vanuit toepaslike vakverwante bronne te kan analiseer, evalueer en sintetiseer, en om sy/haar gevolgtrekkings/navorsing op 'n gegewe konteks binne die veld van Lewensoriëntering in die Senior Fase te kan toepas;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie aangaande projekte en gevallestudies te kan demonstreer, met inbegrip van respek vir intellektuele eiendomskonvensies, kopiereg en reëls aangaande plagiaat;*

- *as groepslid en -leier te kan optree en toepaslike inligting/vaardighede te kan bydra, ten einde 'n taak/projek/gevallestudie suksesvol te kan afhandel, met inbegrip van die meting van suksesvolle taakvoltooiing volgens gegewe kriteria, asook die aanvaarding van medeverantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste; en*
- *gespesialiseerde vakkennis te kan integreer, ten einde lesse volgens toepaslike beginsels te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LOSE221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Orientation: Society and Environment (ii)

Titel: Lewensoriëntering: Samelewing en Omgewing (ii)

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

- detailed knowledge and understanding of specific aspects for Social and Environmental responsibility:
  - how knowledge of aspects for Social and Environmental responsibility relates to applicable knowledge within the fields of Life Orientation in the FET Phase, and
  - the origin and development of knowledge within the field of Life Orientation in the FET Phase, and critical understanding of schools of thought and forms of explanations typical within the field of Life Orientation in the FET Phase;
- ability to distinguish and solve social and environmental issues in unfamiliar contexts and to apply the solutions to support progress/development in the practice of Life Orientation in the FET Phase;
- understanding of the ethical and professional implications of decisions, actions and practices specifically relevant to social and environmental issues , in accordance with the code of conduct/rules of practice;
- discipline-specific methods and techniques of scientific enquiry and information gathering on social and environmental issues from relevant discipline-related sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Life Orientation in the FET Phase;
- accurate and coherent written and verbal communication of project and case studies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and
- act as group member and a group leader and contribute appropriate information/skills to successfully complete a task/project/case study, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande spesifieke aspekte van Sosiale en Omgewingsverantwoordelikheid:*
  - *die verband tussen kennis aangaande aspekte van Sosiale en Omgewingsverantwoordelikheid en toepaslike kennis binne die veld van Lewensoriëntering in die VOO-fase, en*
  - *die ontstaan en ontwikkeling van kennis binne die veld van Lewensoriëntering in die VOO-fase, asook kritiese begrip aangaande denkskole en tipiese verklaringsvorme binne die veld van Lewensoriëntering in die VOO-fase;*
- *die vermoë om sosiale en omgewingskwessies binne onbekende kontekste te kan onderskei en oplos, asook om die oplossings te kan toepas, ten einde vordering/ontwikkeling binne die praktyk van Lewensoriëntering in die VOO-fase te kan ondersteun;*
- *begrip aangaande die etiese en professionele implikasies van besluite, optrede en praktyke, spesifiek aangaande sosiale en omgewingskwessies, volgens die gedragskode/reëls in die praktyk;*
- *die vermoë om vak-spesifieke metodes en tegnieke van wetenskaplike ondersoek en inligtinginsameling, asook inligting vanuit toepaslike vakverwante bronne te kan analiseer, evalueer en sintetiseer en om sy/haar gevolgtrekkings/navorsing op 'n gegewe konteks binne die veld van Lewensoriëntering in die VOO-fase te kan toepas;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie aangaande projekte en gevallestudies, met inbegrip van respek vir intellektuele eiendomskonvensies, kopiereg en reëls aangaande plagiaat; en*
- *optrede as groepslid en -leier en die bydra van toepaslike inligting/vaardighede, ten einde 'n taak/projek/gevallestudie suksesvol te kan afhandel, met inbegrip van die meting van suksesvolle taakvoltooiing volgens gegewe kriteria, asook die aanvaarding van medeverantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIN111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Introduction to Life Skills: Intermediate Phase

Titel: Inleiding tot Lewensvaardighede: Intermediêrefase

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

- introductory knowledge of the terminology, approaches, concepts, principles and theories with reference to specific aspects for Personal and Social Well-being, Creative Arts and Physical Education;
- identifying various themes with reference to the Personal and Social well-being theme in Life Skills and plan effective activities accordingly that demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Skills;
- identifying various components of Physical Education and plan practical lessons accordingly to demonstrate a clear understanding, terminology and concepts thereof;
- an introductory theoretical knowledge with practical application of educational gymnastics and educational dance activities/lessons;
- acting in a ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with reference to the teaching and learning of Personal and Social Well-being, Creative Arts and Physical Education in the Intermediate Phase; and
- the core areas of Creative Arts as part of Life Skills in the Intermediate phase, and the student must have an informed understanding of the key terms, concepts, facts, general principles, rules and theories of Creative Arts as part of Life Skills in the Intermediate phase, and
- the core areas of Creative Arts as part of Life Skills in the Intermediate phase, and the student must have an informed understanding of the key terms, concepts, facts, general principles, rules and theories of Creative Arts as part of Life Skills in the Intermediate phase

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *inleidende kennis aangaande die terminologie, benaderings, konsepte, beginsels en teorieë, met verwysing na spesifieke aspekte van Sosiale Welstand, Skeppende Kunste en Liggaamlike Opvoeding;*
- *identifisering van verskeie temas, met verwysing na die Persoonlike- en Sosialewelstandstema in Lewensoriëntering en die beplanning van toepaslike, doeltreffende aktiwiteite wat 'n duidelike begrip aangaande die verskillende benaderings, terminologie en konsepte binne die konteks van Lewensoriëntering demonstreer;*
- *identifisering van verskeie komponente van Liggaamlike Opvoeding en die beplanning van toepaslike, praktiese lesse, ten einde duidelike begrip aangaande die terminologie en konsepte daarvan te kan demonstreer;*
- *die vermoë om inleidende teoretiese kennis by die praktiese toepassing van opvoedkundige gimnastiek- en dansaktiwiteite/lesse te kan integreer;*
- *optrede op 'n eties-verantwoordelike en waarde-gedrewe wyse onder alle omstandighede en tydens skriftelike, sowel as mondelinge kommunikasie, met verwysing na die onderrig-leer van Persoonlike- en Sosialewelstand, Skeppende Kunste en Liggaamlike Opvoeding in die Intermediêrefase; en*
- *die kernarea van Skeppende Kunste as deel van Lewensoriëntering in die Intermediêrefase, asook grondige begrip aangaande die sleutelterminologie, konsepte, feite, algemene beginsels, reëls en teorieë ten opsigte van Skeppende Kunste as deel van Lewensoriëntering in die Intermediêrefase.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Life Skills Intermediate Phase: Personal Development (i)

Titel: Lewensvaardighede Intermediêrefase: Persoonlike Ontwikkeling (i)

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

- a knowledge base and informed understanding of various approaches, terminology and concepts with reference to intrapersonal skills;
- an ability to distinguish, evaluate and solve problems with a range of intrapersonal skills in the workplace and in the broader social context;
- the ability to communicate understanding of concepts of the terminology, rules, concepts, principles and theories of Life Skills;
- an ability to select, plan, implement and manage standard skills with regard to teaching strategies, assessment practices, lesson planning and lesson presentation of Life Skills for the intermediate phase; and
- actions in accordance with acceptable ethical responsible and value-driven attitudes and behaviour in the teaching of Life Skills in the intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n kennisbasis en grondige begrip aangaande verskeie benaderings, terminologie en konsepte, met verwysing na intrapersoonlike vaardighede;*
- *die vermoë om met behulp van 'n reeks intrapersoonlike vaardighede probleme in die werksplek, asook binne die breër sosiale konteks te kan onderskei, evalueer en oplos;*
- *die vermoë om begrip aangaande konsepte, die terminologie, reëls, beginsels en teorieë ten opsigte van Lewensvaardighede te kan kommunikeer;*
- *die vermoë om standaardvaardighede aangaande onderrigstrategieë, assesseringspraktyke, lesbeplanning en -aanbieding van Lewensvaardighede in die Intermediêrefase te kan selekteer, beplan, implementeer en bestuur; en*
- *optrede volgens aanvaarbare, eties-verantwoordelike en waarde-gedrewe houdings en gedrag tydens die onderrig van Lewensvaardighede in die Intermediêrefase.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Skills Intermediate Phase: Personal Development (ii)

Titel: Lewensvaardighede Intermediêrefase: Persoonlike Ontwikkeling (ii)

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

- detailed knowledge and clear understanding of Life Skills as field of study and school subject within the discipline of Education;
- ability to effectively apply skills with a view to design and facilitate a Life Skills lesson;
- ability to select, implement and evaluate the correct methods to address problems in the field of Life Skills as well as practice various skills;
- ability to gather, analyse, process and present integrated literature on personal development, curriculum and assessment policy for Life Skills and resilience;
- ability to determine the nature and scope of a contextual problem and select the best possible solution to address such problems with a view to support development in the practice of Life Skills;
- coherent understanding of the ethical implications of decisions, actions and practices specifically relevant to Life Skills; and
- ability to monitor own learning progress and apply learning strategies to successfully realize all outcomes of the module and furthermore act as a group member and contribute appropriately to complete tasks.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis en duidelike begrip van lewensvaardighede as studieveld en skoolvak binne die dissipline van opvoeding;*
- *vermoë om vaardighede effektief toe te pas met die oog op die ontwerp en fasilitering van 'n Lewensvaardigheidsles;*
- *vermoë om die korrekte metodes te kies, te implementeer en te evalueer om probleme op die gebied van Lewensvaardighede aan te spreek asook verskillende vaardighede te beoefen;*
- *vermoë om geïntegreerde literatuur oor persoonlike ontwikkeling, kurrikulum- en assesseringsbeleid vir Lewensvaardighede en veerkragtigheid te versamel, analiseer, verwerk en aanbied;*
- *vermoë om die aard en omvang van 'n kontekstuele probleem te bepaal en die beste moontlike oplossing te kies om sulke probleme aan te spreek, met die oog daarop om ontwikkeling in die praktyk van Lewensvaardighede te ondersteun;*
- *samehangende begrip van die etiese implikasies van besluite, aksies en praktyke wat spesifiek van toepassing is op Lewensvaardighede; en*
- *vermoë om eie leervordering te monitor en leerstrategieë toe te pas om alle uitkomste van die module suksesvol te verwesenlik en verder ook as groepslid op te tree en toepaslik by te dra om take te voltooi.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Skills Intermediate Phase: Social and Environmental Responsibility

Titel: Lewensvaardighede Intermediêrefase: Sosiale en Omgewingsverantwoordelikheid

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

- detailed knowledge and understanding of relationships, diversity, social problems, stages in social development, social development theories (key terms, concepts, facts, principles, rules, theories, etc.);
- detailed knowledge and understanding of how knowledge of concepts, principles and theories relate to applicable knowledge within the fields of Social Development;
- detailed knowledge and understanding of the origin and development of knowledge within the field of Life Orientation, and critical understanding of schools of thought and forms of explanations typical within the field of Social Development;
- display the ability to evaluate and describe values when dealing with diversity to solve fundamental problems of intolerance and discrimination;
- display the ability to distinguish and solve intolerance in unfamiliar contexts and to apply the solutions to support accommodation of everyone, regardless of race and religion, in the practice of mutual respect, in order to practice democratic values;
- the ethical implications of decisions, actions and practices specifically relevant to diversity in accordance with democratic values;
- detailed knowledge and understanding of discipline-specific methods and techniques of scientific enquiry and information gathering on relationships, diversity and social development theories from internet sources, books and journal articles, analyse, evaluate and synthesize the information and apply research to a given context in the field of Social Development;
- accurate and coherent written and verbal communication of information, tasks and projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and
- the monitoring of own learning progress and to apply relevant learning strategies (specify if applicable) and known and new resources (specify if applicable) to successfully realise all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande verwantskappe, diversiteit, sosiale probleme, stadiums in sosiale ontwikkeling en sosiale ontwikkelingsteorieë (sleutelterminologie, konsepte, feite, beginsels, teorieë, ens.);*
- *grondige kennis en begrip aangaande die verband tussen kennis van konsepte, beginsels en teorieë en toepaslike kennis binne die veld van Sosiale Ontwikkeling;*
- *grondige kennis en begrip aangaande die ontstaan en ontwikkeling van kennis binne die veld van Lewensoriëntering, asook kritiese begrip aangaande denkskole en verklaringsvorme binne die veld van Sosiale Ontwikkeling;*
- *tydens die hantering van diversiteit waardes te kan evalueer en beskryf, ten einde fundamentele probleme aangaande onverdraagsaamheid en diskriminasie te kan oplos;*
- *onverdraagsaamheid binne onbekende kontekste te kan onderskei en oplos, asook om die oplossings te kan toepas, ten einde die tegemoetkoming van almal, ongeag ras en geloof, te kan ondersteun, met inbegrip van die praktyk van wedersydse respek en praktiese toepassing van demokratiese waardes;*
- *die etiese implikasies van besluite, optrede en praktyke, soos spesifiek van toepassing op diversiteit, volgens demokratiese waardes te kan begryp;*

- *grondige kennis en begrip aangaande vak-spesifieke metodes en tegnieke aangaande wetenskaplike ondersoek en inligtinginsameling, asook inligting ten opsigte van verwantskappe, diversiteit en sosiale ontwikkelingsteorieë vanuit Internet-bronne, boeke en vaktydskrifte te kan analiseer, evalueer en sintetiseer, en om navorsing op 'n gegewe konteks binne die veld van Sosiale Ontwikkeling te kan toepas;*
- *akkuraat en samehangend, skriftelik en mondeling, inligting aangaande take en projekte te kan kommunikeer, met inbegrip van en respek vir intellektuele eiendomskonvensies, kopiereg en reëls aangaande plagiaat; en*
- *eie leervordering te kan monitor en toepaslike leerstrategieë (spesifiseer indien toepaslik), asook bekende en nuwe hulpbronne (spesifiseer indien toepaslik) te kan toepas, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Life Skills Intermediate Phase: Physical Education (i)

Titel: Lewensvaardighede Intermediêrefase: Liggaamlike Opvoeding (i)

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of anatomy, applied physiology and exercise science to the presentation of track and field athletics, water activities, physical fitness and basic lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Skills within the Intermediate phase;
- ability to identify, analyse, critically reflect on and address complex applied physiological and exercise science problems and apply practice-driven solutions within track and field athletics, water activities, physical fitness and lesson presentation with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making regarding the presentation of track and field athletics, water activities, physical fitness activities in lessons appropriate to the practice of Physical Education;
- management of a group of co-students or Intermediate phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new track and field skills, water orientation skills and the promotion of physical fitness, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- ability to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die terminologie, konsepte, beginsels en teorieë van Anatomie, Toegepaste Fisiologie en Oefenkunde korrek te kan evalueer en op die aanbieding van baan- en veldatletiek, wateraktiwiteite, fisiese fiksheid en basiese lesse binne die veld van Liggaamlike Opvoeding te kan toepas, asook begrip aangaande die verband tussen sodanige kennis en Lewensoriëntering in die Intermediêrefase;*
- *die vermoë om ingewikkelde fisiologiese en Oefenkundeprobleme te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek, asook om praktyk-gedrewe oplossings by die lesaanbieding van baan- en veldatletiek, wateraktiwiteite en fisiese fiksheid, met behulp van teorie-gedrewe beredenering te kan toepas;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die aanbieding van lesse in baan- en veldatletiek, water- en fisiese fiksheidsaktiwiteite binne die toepaslike Liggaamlike Opvoedingspraktyk;*
- *bestuur van 'n groep medestudente of Intermediêrefase-leerders binne 'n onbekende konteks, ten einde 'n kontekstuele probleem te kan oplos, bv. die aanleer van nuwe baan-, veld- en wateroriënteringsvaardighede, asook die bevordering van fisiese fiksheid, met inbegrip van die monitor van groepvordering, die aanvaarding van verantwoordelikheid vir taakuitkomste en die toepassing van toepaslike bronne, waar nodig; en*
- *vermoë om volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering te aanvaar, asook die toepassing van toepaslike leerstrategieë en bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Life Skills Intermediate Phase: Physical Education (ii)

Titel: Lewensvaardighede Intermediêrefase: Liggaamlike Opvoeding (ii)

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of motor learning to the presentation of sport and games, educational gymnastics, educational dance and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Skills within the Intermediate phase;
- ability to identify, analyse, critically reflect on and address complex motor learning problems and apply practice-driven solutions within sport and games, educational gymnastics, educational dance and Physical Education lesson presentation with theory-driven arguments;
- reflection of all values, ethical conduct and justifiable decision making regarding the presentation of sport and games, educational gymnastics, educational dance in lessons appropriate to the practice of Physical Education;
- management of a group of co-students or Intermediate phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new sport and games skills, educational gymnastics skills and educational dance skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die terminologie, konsepte, beginsels en teorieë van motoriese leer korrek te kan evalueer en op die aanbieding van sport en speletjies, opvoedkundige gimnastiek en opvoedkundige danse te kan toepas, asook om lesse binne die veld van Liggaamlike Opvoeding te kan voltooi, en begrip van die verband tussen sodanige kennis en Lewensoriëntering in die Intermediêrefase;*
- *die vermoë om ingewikkelde motoriese leerprobleme te kan identifiseer, analiseer, krities daaroor te kan besin en dit te kan aanspreek, asook om praktyk-gedrewe oplossings by Liggaamlike Opvoedinglesaanbieding van sport en speletjies, opvoedkundige gimnastiek en opvoedkundige danse met behulp van teorie-gedrewe beredenering te kan toepas;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die aanbieding van lesse in sport en speletjies, opvoedkundige gimnastiek en opvoedkundige danse binne die toepaslike Liggaamlike Opvoedingspraktyk;*
- *bestuur van 'n groep medestudente of Intermediêrefase-leerders binne 'n onbekende konteks, ten einde 'n kontekstuele probleem te kan oplos, bv. die aanleer van nuwe sport en speletjie-, opvoedkundige gimnastiek- en opvoedkundige dansvaardighede, met inbegrip van die monitor van groepvordering, die aanvaarding van verantwoordelikheid vir taakuitkomste en die toepassing van toepaslike bronne, waar nodig; en*
- *aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Life Skills Intermediate Phase: Creative Arts (Music)

Titel: Lewensvaardighede Intermediêrefase: Skeppende Kunste (Musiek)

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

- detailed knowledge and understanding of music in the area creative arts within the context of the subject Life Skills;
- detailed knowledge and understanding of, as well as an ability to correctly evaluate and apply music concepts like rhythm, tempo, metre, melody, texture, timbre form and dynamics to different areas of specialisation within the field of Creative Arts and to communicate information regarding these concepts.;
- practical skills in music and the performance of music and to apply these skills in the facilitation of music concepts like rhythm, tempo, metre, melody, texture, timbre, form and dynamics to intermediate school learners;
- the ability to distinguish, evaluate and solve musical teaching problems in unfamiliar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners;
- the ability to communicate the music concepts of rhythm, tempo, metre, melody, texture, timbre, form and dynamic, verbally or in writing, via different technologies and media like sound recording, video recordings and power point, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;
- management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate; and
- the ability to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant strategies and management of all resources to successfully realise all outcomes of this module and complete a profile in creative arts.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande musiek op die Skeppende Kunstegebied binne die konteks van die vak, Lewensvaardighede;*
- *grondige kennis en begrip aangaande, sowel as die vermoë om musiekkonsepte, soos ritme, tempo, metrum, melodie, tekstuur, timbre, vorm en dinamika, korrek te kan evalueer en op verskillende spesialisgebiede binne die veld van Skeppende Kunste te kan toepas, asook om inligting aangaande sodanige konsepte te kan kommunikeer;*
- *praktiese vaardighede in musiek en die uitvoering van musiek, asook om sodanige vaardighede op die fasilitering van musiekkonsepte, soos ritme, tempo, metrum, melodie, tekstuur, timbre, vorm en dinamika, op Intermediêrefase-skoolleerders te kan toepas;*
- *die vermoë om tussen musikale onderrigprobleme te kan onderskei, dit te kan evalueer en binne onbekende kontekste te kan oplos, asook om die oplossings tydens die beplanning van musikale aktiwiteite en -lesse in die SeniorFase te kan toepas, ten einde die musikale vaardighede en skeppingsvermoë van skoolleerders te kan ontwikkel;*
- *die vermoë om musiekkonsepte, soos ritme, tempo, metrum, melodie, tekstuur, vorm en dinamika, mondelings of skriftelik, via verskillende tegnologieë, soos klankopname, video-opname en Power Point, op akkurate en samehangende wyse te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat;*
- *bestuur van leer, ten opsigte waarvan 'n leerder in staat behoort te kan wees om die vermoë te kan demonstreer om musiekuitvoerings volgens gegewe kriteria te kan evalueer, asook om sy/haar taak-spesifieke leerbehoeftes binne 'n praktiese musiekkonteks akkuraat te kan identifiseer en aanspreek, en om ondersteuning vir die leerbehoeftes van ander te kan verskaf, waar toepaslik; en*
- *die vermoë om volle verantwoordelikheid vir eie leerbehoeftes te kan aanvaar, die monitor van eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik en 'n profiel in Skeppende Kunste te kan voltooi.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSIP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Life Skills Intermediate Phase: Creative Arts (Visual Art and Drama)

Titel: Lewensvaardighede Intermediêrefase: Skeppende Kunste (Visuele Kuns en Drama)

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

- detailed knowledge and informed understanding of
  - the fundamental principles of Visual and Dramatic Arts and the relevance and importance of Creative Arts in the school curriculum,
  - the key terms, concepts, facts, established principles and theories with reference to the fundamental principles in Visual and Performance Art literacies and practices, and
  - the critical evaluation of knowledge in the field of Creative Arts and possible career opportunities;
- create, interpret and present creative products which develop practical and technical skills and explore meaningful creative processes with individual and group participation in different contexts;
- ability to select, evaluate and apply research skills such as gathering and verifying information from various sources in Creative Arts and apply scientific methods of enquiry to do focused research and resolve problems that will effect change within Arts practices;
- the ability to communicate information coherently and reliably, verbally, visually, demonstratively or in writing, via different technologies and media understanding of and respect for intellectual property;
- Management of own and group participation in an unfamiliar context, solving a contextual problem and to take responsibility for task outcomes and application of appropriate resources to successfully complete assignments and promote the Arts through collaborative participation in Creative Arts Events and selected outreach programmes; and
- monitor own learning progress, in a self-critical manner, implement relevant learning strategies to evaluate products and performances against task specific criteria and to provide support to the learning needs of others where appropriate to combine theoretical knowledge into practical application and be able to represent it as lessons to the learners during teaching practise.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande*
  - *die fundamentele beginsels van Visuele en Dramakunste, asook die toepaslikheid en belangrikheid van Skeppende Kunste binne die skoolkurrikulum,*
  - *die sleutelterminologie, konsepte, feite, gevestigde beginsels en teorieë, met verwysing na die fundamentele beginsels van Visuele en Uitvoerende Kunstegeletterdheid en praktyke, en*
  - *die kritiese evaluering van kennis binne die veld van Skeppende Kunste, asook moontlike beroepsgeleenthede;*
- *die vermoë om skeppende produkte, wat praktiese en tegniese vaardighede ontwikkel, te kan skep, interpreteer en aanbied, asook om betekenisvolle skeppende prosesse te kan ondersoek, met inbegrip van individuele en groepsdeelname binne verskillende kontekste;*
- *die vermoë om navorsingsvaardighede, soos die insameling en verifiëring van inligting vanuit verskeie bronne binne Skeppende Kunste, te kan selekteer, evalueer en toepas, asook om wetenskaplike ondersoekmetodes te kan toepas, ten einde gefokusde navorsing te kan onderneem, en om probleme, wat verandering binne Kunstepraktyke kan meebring, te kan oplos;*
- *die vermoë om inligting akkuraat en samehangend, mondelings, visueel, duidelik of op skrif, via verskillende tegnologieë en media te kan kommunikeer, met inbegrip van en respek vir intellektuele eiendom;*
- *bestuur van eie en groepsdeelname binne 'n onbekende konteks, met inbegrip van die oplossing van 'n kontekstuele probleem, asook om verantwoordelikheid vir taakuitkomste en die toepassing van toepaslike bronne te kan aanvaar, ten einde opdragte suksesvol te kan afhandel en die Kunste met behulp van samewerkende deelname aan Skeppende Kunstegeleenthede en uitgesoekte uitreikprogramme te kan bevorder; en*
- *die monitor van eie leervordering op self-kritiese wyse en die implementering van toepaslike leerstrategieë, ten einde produkte en prestasies volgens taak-spesifieke kriteria te kan evalueer, asook om, waar toepaslik, ondersteuning aan ander te kan bied, ten einde teoretiese kennis met praktiese toepassing te kan kombineer en in staat te kan wees om dit as lesse tydens praktiese onderrig te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSKA211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Skills: Visual Arts for Teaching and Learning in the Foundation Phase

Titel: Lewensvaardighede: Visuele Kunste vir Onderrig-Leer in die Grondslagfase

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

- detailed knowledge of the development of children's art within an inclusive and multicultural learning environment;
- a detailed knowledge of the theory of art as an aesthetic experience;
- detailed knowledge of and skills in visual perception (2-D and 3-D);
- thorough knowledge of the importance and complexity of assessing the art products of the young child;
- the skills and knowledge needed to successfully manage the art activities in a Foundation Phase classroom (practise);

- an understanding of the sensory and motor development of young children and how it should be linked to art activities;
- an understanding of the role of visual arts, play, dance, drama in the holistic development of young children and how it is connected to Life Skills;
- the ability to compile a portfolio that will illustrate knowledge, skills, values and creativity in a visually-stimulating way;
- the ability to apply PIE and other important didactical skills to art lessons and art activities;
- the ability to identify analyse and solve routine or new problems in an unfamiliar context during the planning of suitable art activities for lessons in the foundation phase; and
- the ability to critically analyse the development of the young learner in art and to apply this knowledge as didactical principles in art lessons.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die ontwikkeling van kinderkuns binne 'n inklusiewe en multikulturele leerkonteks;*
- *grondige kennis aangaande kunsteorie as 'n estetiese ervaring;*
- *grondige kennis aangaande, asook om oor visuele persepsievaardighede te kan beskik (2-D en 3-D);*
- *deeglike kennis aangaande die belangrikheid en kompleksiteit ten opsigte van die assessering van kunsprodukte van die jong kind;*
- *die vereiste vaardighede en kennis, ten einde die kunsaktiwiteite binne 'n Grondslagfase-klaskamer (praktyk) suksesvol te kan bestuur;*
- *begrip aangaande die sensoriese en motoriese ontwikkeling van jong kinders, asook die wyse waarop dit met kunsaktiwiteite verband hou;*
- *begrip aangaande die rol van Visuele Kunste, spel, dans en drama tydens die holistiese ontwikkeling van jong kinders, asook die wyse waarop dit met Lewensvaardighede verband hou;*
- *die vermoë om 'n portefeulje, wat kennis, vaardighede, waardes en skeppingsvermoë op visueel-stimulerende wyse illustreer, te kan saamstel;*
- *die vermoë om PIE, asook ander belangrike didaktiese vaardighede op kunslesse en -aktiwiteite te kan toepas;*
- *die vermoë om alledaagse of nuwe probleme binne onbekende kontekste tydens die beplanning van toepaslike kunsaktiwiteite vir lesse in die Grondslagfase, te kan identifiseer, analiseer en oplos; en*
- *die vermoë om die ontwikkeling van die jong leerder in kuns krities te kan analiseer en om sodanige kennis as didaktiese beginsels op kunslesse te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSKM221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Skills in the Foundation Phase: Music

Titel: Lewensvaardighede in die Grondslagfase: Musiek

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

- detailed knowledge and understanding of music concepts like rhythm, melody, form, texture, tempo, timbre and dynamics; as well as the elements of drama;
- the ability to analyse, evaluate and practically apply music activities and music skills in a formal and informal way in which young students can be actively involved, like singing, movement, listening, instrumental playing and improvisation;
- the ability to apply practical skills on the guitar, Orff instruments or African percussion instruments to accompany school learners in creative and suitable musical activities;
- the ability to identify, analyse and solve routine or new problems in an unfamiliar context during the planning of suitable music activities for lessons in the foundation phase;
- the ability to critically analyse the development of the young learner in music and to apply this knowledge as didactical principles in music lessons;
- management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate; and
- accountability, in respect of which a learner is able to demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within a practical music context, including the responsibility for the use of resources where appropriate.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande musiekkonsepte, soos ritme, melodie, vorm, tekstuur, tempo, timbre en dinamiek, sowel as die elemente van drama;*
- *die vermoë om musiekaktiwiteite en -vaardighede te kan analiseer, evalueer en op formele en informele wyse prakties te kan toepas, met inbegrip van die aktiewe betrokkenheid van jong studente by aktiwiteite soos sang, beweging, luister, instrumentele spel en improvisasie;*
- *die vermoë om praktiese vaardighede op die kitaar, Orff-instrumente of Afrika-slaginstrumente te kan toepas, ten einde skoolleerders tydens skeppende en toepaslike musiekaktiwiteite te kan begelei;*
- *die vermoë om alledaagse of nuwe probleme binne 'n onbekende konteks, tydens die beplanning van toepaslike musiekaktiwiteite vir lesse in die Grondslagfase, te kan identifiseer, analiseer en oplos;*
- *die vermoë om die musiekontwikkeling van die jong leerder krities te kan analiseer en om sodanige kennis as didaktiese beginsels op musieklesse te kan toepas;*
- *bestuur van leer, ten opsigte waarvan 'n leerder in staat behoort te kan wees om die vermoë te kan demonstreer om musiekuitvoerings volgens gegewe kriteria te kan evalueer, asook om sy/haar taak-spesifieke leerbehoeftes binne 'n praktiese musiekkonteks akkuraat te kan identifiseer en aanspreek en om, waar toepaslik, ondersteuning vir die leerbehoeftes van ander te kan bied; en*
- *verantwoordbaarheid, ten opsigte waarvan 'n leerder in staat behoort te kan wees om die vermoë te kan demonstreer om doeltreffend in 'n span of groep te kan saamwerk, asook om verantwoordelikheid vir sy/haar besluite en optrede, sowel as dié van ander binne 'n praktiese musiekkonteks te kan aanvaar, met inbegrip van verantwoordelike hulpbrongebruik, waar toepaslik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSKN321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Life Skills for Early Childhood Education Development: Natural Science and Technology

Titel: Lewensvaardighede vir Vroeë Kinderopvoeding en -Ontwikkeling: Natuurwetenskap en Tegnologie

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of natural science and technology in ECED (formal (Gr 1-3) and informal (Gr R) context);
- ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to natural science and technology in the ECED;
- ability to select, evaluate and apply a range of different but appropriate methods: how to teach natural science and technology in the ECED;
- understanding of contested knowledge within the field of natural science and technology, and critical evaluation of: knowledge of the content domains of natural science and technology as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners;
- understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live;
- reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to natural science and technology pertaining to environmental and social development;
- the ability to manage groups to successfully complete tasks appropriate to natural science and technology, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and
- the ability to take full responsibility for own learning need, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of natural science and technology to realise all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die verskillende Fundamentele teorieë ten opsigte van die onderrig-leer van Natuurwetenskappe en Tegnologie binne VKOO (formeel (Gr 1-3) en informeel (Gr R)-konteks) korrek te kan evalueer en toepas;*
- *die vermoë om ondersoekmetodes (kwalitatief) te kan selekteer, evalueer en toepas, ten einde gefokusde navorsing aangaande die vak-spesifieke kennis ten opsigte van die hoofkonsepte, soos van toepassing op Natuurwetenskappe en Tegnologie in VKOO, te kan onderneem en probleme te kan oplos;*

- *die vermoë om ŉ reeks verskillende, maar tog toepaslike, metodes aangaande die onderrigwyse van Natuurwetenskappe en Tegnologie in VKOO te kan selekteer, evalueer en toepas;*
- *begrip aangaande aanvegbare kennis binne die veld van Natuurwetenskappe en Tegnologie, asook kritiese evaluering van die kennis aangaande die inhoudsdomeine van Natuurwetenskappe en Tegnologie, soos weerspieël in die land se huidige voorgeskrewe kurrikulums vir Grondslagfase- en VKOO-leerders;*
- *begrip aangaande aanvegbare kennis binne die veld van Gesondheidswetenskappe, asook kritiese evaluering van die wyse waarop Gesondheidswetenskapskonsepte die samelewing waarbinne ons lewe, bevoordeel;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluite en praktyke, soos van toepassing op Natuurwetenskappe en Tegnologie, met inbegrip van omgewings- en sosiale ontwikkeling;*
- *die vermoë om groepe te kan bestuur, ten einde toepaslike take aangaande Natuurwetenskappe en Tegnologie suksesvol te kan voltooi, die monitor en meet van suksesvolle taakvoltooiing volgens gegewe kriteria, asook om as groepslid en ook -leier medeverantwoordelikheid vir leervordering en die groep se verwesenliking van uitkomste te kan aanvaar; en*
- *die vermoë om volle verantwoordelikheid vir eie leerbehoeftes te kan aanvaar, eie leervordering te kan monitor, asook om toepaslike onderrig-leerstrategieë en kennis aangaande toepaslike hulpbronne vir alle kernkomponente van Natuurwetenskappe en Tegnologie te kan toepas, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSKP312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Life Skills Foundation Phase: Physical Education

Titel: Lewensvaardighede Grondslagfase: Liggaamlike Opvoeding

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

- *integrated knowledge and engagement in, and critical understanding and application of the theories, techniques and principles relevant to the physical, gross motor and perceptual motor development of the pre-Foundation phase and the Foundation phase learner;*
- *the ability to select, evaluate and apply a range of different but appropriate movement activities applicable to address gross motor development, perceptual motor development and remedial motor development, and scientific methods of enquiry in motor learning to reflect on and then address complex or abstract problems and contribute to positive change pertaining to learners with motor problems and learners with barriers to learning, within Physical Education practice;*
- *the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to remedial Physical Education, and to effect change in conduct where necessary;*
- *manage a group of learners in a Physical Education class context and demonstrate logical and critical understanding of the roles of all elements of this system in order to solve the problem of effective class organization and presentation, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources; and*
- *self-regulated learning skills – take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.*

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde begrip aangaande en betrokkenheid by, asook kritiese begrip en toepassing ten opsigte van die teorieë, tegnieke en beginsels op die fisiese, groot-motoriese en perseptueel-motoriese ontwikkeling van die Voorskoolse- en Grondslagfaseleerder;*
- *die vermoë om ŉ reeks verskillende, maar tog toepaslike, bewegingsaktiwiteite, soos van toepassing op groot-motoriese, perseptueel-motoriese en remediërende motoriese ontwikkeling, asook wetenskaplike ondersoekmetodes aangaande motoriese leer, te kan selekteer, evalueer en toepas, ten einde oor ingewikkelde of abstrakte probleme te kan besin en dit te kan aanspreek om tot positiewe verandering ten opsigte van leerders met motoriese probleme en leerhindernisse binne die Liggaamlike Opvoedingspraktyk te kan bydra;*
- *die vermoë om die etiese optrede van ander binne verskillende kulturele en sosiale kontekste met betrekking tot remediërende Liggaamlike Opvoeding, krities te kan beoordeel, asook om, waar nodig, verandering van optrede te kan teweegbring;*
- *die vermoë om ŉ groep leerders binne ŉ Liggaamlike Opvoedingskonteks te kan bestuur en om logiese en kritiese begrip aangaande die rolle van alle elemente van hierdie stelsel te kan demonstreer, ten einde die probleem van klasorganisasie en -aanbieding te kan oplos, die groep se vordering te kan monitor, asook verantwoordelikheid vir taakuitkomste en die toepassing van toepaslike hulpbronne te kan aanvaar; en*
- *self-gereguleerde leervaardighede – die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leer, die toepassing van toepaslike leerstrategieë en bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSKS111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Life Skills for Early Childhood Education and Development: Social Sciences

Titel: Lewensvaardighede vir Vroeë Kinderopvoeding en -Ontwikkeling: Sosiale Wetenskappe

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

- knowledge and informed understanding of the different theories underpinning the teaching and learning of social science in ECED (formal (Gr1-3) and informal (Gr R) context);
- the ability to select, plan, implement and manage basic research skills to do foundation research and resolve problems:
  - within the subject specific knowledge about the main concepts related to social science in the ECED, and
  - on how to teach social science in the ECED;
- knowledge and informed understanding within the field of social science, with regard to:
  - knowledge of the content domains of social science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners, and
  - how social science concepts benefit the society in which we live;
- actions in accordance with acceptable ethical and professional behaviour in practices specifically relevant to social science pertaining to environmental and social development;
- the ability to operate as part of a group and make appropriate contributions to successfully complete social science, taking co-responsibility for learning progress and outcome realization of the group and act as group member; and
- the ability to monitor own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of social science to realise all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die verskillende Fundamentele onderrig-leerteorieë van Sosiale Wetenskappe binne die VKOO (formeel (Gr1-3) en informeel (Gr R)-konteks);*
- *die vermoë om basiese navorsingsvaardighede te kan selekteer, beplan, implementeer en bestuur, ten einde grondslagnavorsing te kan onderneem en probleme te kan oplos:*
  - *binne die vak-spesifieke kennis aangaande die hoofkonsepte, soos van toepassing op Sosiale Wetenskappe in VKOO, en*
  - *aangaande die onderrigwyse van Sosiale Wetenskappe in VKOO;*
- *kennis en grondige begrip binne die veld van Sosiale Wetenskappe aangaande:*
  - *die inhoudsdomeine van Sosiale Wetenskappe, soos weerspieël in die land se huidige voorgeskrewe kurrikulums vir Grondslagfase- en VKOO-leerders, en*
  - *die wyse waarop Sosiale Wetenskapskonsepte die samelewing waarbinne ons lewe, bevoordeel;*
- *optrede volgens aanvaarbare etiese en professionele gedrag binne Sosiale Wetenskapspraktyke, spesifiek met betrekking tot omgewings- en sosiale ontwikkeling;*
- *die vermoë om as deel van ŉ groep te kan funksioneer en optree, asook om toepaslike bydraes te kan lewer, ten einde Sosiale Wetenskapstake te kan voltooi, en om medeverantwoordelikheid vir leervordering en die verwesenliking van groepuitkomste te kan aanvaar; en*
- *die vermoë om eie leervordering te kan monitor en toepaslike onderrig-leerstrategieë te kan toepas, asook kennis van alle toepaslike hulpbronne aangaande die kernkomponente van Sosiale Wetenskappe te kan demonstreer, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **LSPP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Life Skills for Early Childhood Education Development: Health Sciences

Titel: Lewensvaardighede vir Vroeë Kinderopvoeding en -Ontwikkeling: Gesondheidswetenskappe

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

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of health science in ECED (formal (Gr 1-3) and informal (Gr R) context);
- ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to health science in the ECED;
- ability to select, evaluate and apply a range of different but appropriate methods: how to teach health science in the ECED;
- Understanding of contested knowledge within the field of health sciences, and critical evaluation of: knowledge of the content domains of health science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners;
- Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live;
- reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to health science pertaining to environmental and social development;
- the ability to manage groups to successfully complete tasks appropriate to health science, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and
- the ability to take full responsibility for own learning needs, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of health science to realise all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die verskillende Fundamentele onderrig-leerteorieë, soos van toepassing op Gesondheidswetenskappe binne die VKOO (formeel (Gr 1-3) en informeel (Gr R)-konteks), korrek te kan evalueer en toepas;*
- *die vermoë om wetenskaplike ondersoekmetodes (kwalitatief) te kan selekteer, evalueer en toepas, ten einde gefokusde navorsing te kan onderneem en probleme binne die vak-spesifieke kennis aangaande die hoofkonsepte, soos van toepassing op Gesondheidswetenskappe in VKOO, te kan oplos;*
- *die vermoë om 'n reeks verskillende, maar tog toepaslike, metodes aangaande die onderrigwyse van Gesondheidswetenskappe in VKOO te kan selekteer, evalueer en toepas;*
- *begrip aangaande aanvegbare kennis binne die veld van Gesondheidswetenskappe, asook kritiese evaluering van kennis ten opsigte van die inhoudsdomeine van Gesondheidswetenskappe, soos weerspieël in die land se huidige voorgeskrewe kurrikulums vir Grondslagfase- en VKOO-leerders;*
- *begrip aangaande aanvegbare kennis binne die veld van Gesondheidswetenskappe, asook kritiese evaluering van die wyse waarop Geondheidswetenskapskonsepte die samelewing waarbinne ons lewe, bevoordeel;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluite, asook spesifieke toepaslike Gesondheidswetenskapspraktyke, met betrekking tot omgewings- en sosiale ontwikkeling;*
- *die vermoë om groepe suksesvol te kan bestuur en as groepslid en -leier te kan optree, ten einde toepaslike Gesondheidswetenskapstake suksesvol te kan voltooi, asook om suksesvolle taakvoltooiing volgens gegewe kriteria te kan monitor en meet, en om medeverantwoordelikheid vir leervordering en die verwesenliking van groepuitkomste te kan aanvaar; en*
- *die vermoë om volle verantwoordelikheid vir eie leerbehoeftes te kan aanvaar, eie leervordering te kan monitor, asook om toepaslike onderrig-leer strategieë en kennis aangaande toepaslike bronne ten opsigte van alle kernkomponente van Gesondheidswetenskappe te kan toepas, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Mathematics Intermediate Phase: Mathematical Problem Solving

Titel: Wiskunde Intermediêrefase: Wiskundige Probleemoplossing

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

- informed understanding of problem solving strategies and metacognition in a variety of contexts;
- the ability to solve routine and non-routine problems with respect to numbers, operations and relationships;
- the ability to communicate the process of problem solving verbally and in writing, using different representations and models;
- the ability to reflect on the validity of the mathematical solutions to problems with respect to numbers, operations and relationships;
- the ability to facilitate problem solving strategies with respect to numbers, operations and relationships in diverse teaching-learning contexts; and
- the ability to monitor their own learning progress, implement relevant metacognitive learning strategies to regulate their own learning and manage resources effectively to successfully solve problems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip aangaande probleemoplossingstrategieë en metakognisie binne verskeie kontekste;*
- *die vermoë om alledaagse en nie-alledaagse probleme ten opsigte van getalle, bewerkings en verwantskappe te kan oplos;*
- *die vermoë om die probleemoplossingsproses mondelings en skriftelik te kan kommunikeer deur verskillende figure/diagramme en modelle te kan gebruik;*
- *die vermoë om oor die geldigheid van die wiskundige probleemoplossings ten opsigte van getalle, bewerkings en verwantskappe te kan besin;*
- *die vermoë om probleemoplossingstrategieë ten opsigte van getalle, bewerkings en verwantskappe binne diverse onderrig-leerkontekste te kan fasiliteer; en*
- *die vermoë om eie leervordering te kan monitor, en om toepaslike meta-kognitiewe leerstrategieë te kan implementeer, ten einde sy/haar eie leer te kan reguleer, hulpbronne doeltreffend te kan bestuur, asook probleme suksesvol te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematics Intermediate Phase: Numeration Systems and Number Theory

Titel: Wiskunde Intermediêrefase: Numereringstelsels en Getalleteorie

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

- detailed knowledge and understanding of different numeration systems e.g. Mayan, Roma and Egyptian systems;
- detailed knowledge and informed understanding of the decimal place value number system including number theory;
- the ability to distinguish between different number systems and to solve problems in unfamiliar contexts;
- the ability to find, evaluate and use relevant resources to identify, analyse and remediate learners' errors with respect to the decimal number system;
- the ability to accurately and coherently use verbal and written communication with understanding in facilitating concepts relating to the decimal number system; and

- the ability to plan and execute lessons regarding number systems and number theory, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande verskillende numereringstelsels, bv. die Maiaanse, Romaanse en Egiptiese stelsels;*
- *grondige kennis en begrip aangaande die desimale waardegetalstelsel, met inbegrip van getalleteorie;*
- *die vermoë om tussen verskillende getalstelsels te kan onderskei en om probleme binne onbekende kontekste te kan oplos;*
- *die vermoë om toepaslike bronne te kan opspoor, analiseer en gebruik, ten einde leerderprobleme ten opsigte van die desimale getalstelsel te kan remedieer;*
- *die vermoë om mondelinge en skriftelike kommunikasie akkuraat en samehangend te kan gebruik, met inbegrip van die fasilitering van konsepte aangaande die desimale getalstelsel; en*
- *die vermoë om lesse aangaande getalstelsels en getalleteorie te kan beplan en aanbied deur van die voorgeskrewe en toepaslike beleidsdokumente van die Departement van Basiese Onderwys gebruik te kan maak, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematics Intermediate Phase: Functional Relationships

Titel: Wiskunde Intermediêrefase: Funksionele Verwantskappe

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

- detailed knowledge and understanding with respect to number patterns, functional relationships and multiple representations of functions;
- detailed knowledge of and insight in constructivism as a teaching-learning theory in mathematics;
- the ability to apply constructivist learning experiences in the teaching-learning of number patterns and functional relationships;
- the ability to solve routine and non-routine problems with respect to number patterns and functional relationships;
- the ability to analyse, model, evaluate and communicate problems and solutions relating to number patterns and functional relationships;
- the ability to facilitate meaningful learning relating to number patterns and functional relationships through the investigative approach;
- the ability to act as a group member and a group leader and to contribute appropriate knowledge of teaching number patterns and functional relationships in planning a lesson; and
- the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande getalpatrone, funksionele verwantskappe en veelvoudige weergawes van funksies;*
- *grondige kennis aangaande en insig in konstruktivisme as 'n onderrig-leerteorie in Wiskunde;*
- *die vermoë om konstruktivistiese leerervarings tydens die onderrig-leer van getalpatrone en funksionele verwantskappe te kan toepas;*
- *die vermoë om alledaagse en nie-alledaagse probleme ten opsigte van getalpatrone en funksionele verwantskappe te kan oplos;*
- *die vermoë om probleme en oplossings aangaande getalpatrone en funksionele verwantskappe te kan analiseer, modelleer, evalueer en kommunikeer;*
- *die vermoë om betekenisvolle leer aangaande getalpatrone en funksionele verwantskappe met behulp van die ondersoekende benadering te kan fasiliteer;*
- *die vermoë om as groepslid en -leier te kan optree en toepaslike kennis tot die onderrig van getalpatrone en funksionele verwantskappe te kan bydra; en*
- *die vermoë om van voorgeskrewe en toepaslike dokumente van die Departement van Basiese Onderwys gebruik te kan maak, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematics Intermediate Phase: Proportional Reasoning

Titel: Wiskunde Intermediêrefase: Proporsionele Redenering

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

- integrated knowledge and understanding with respect to fractions, decimals and percentages;
- integrated knowledge and informed understanding of realistic mathematics education;
- the ability to facilitate meaningful learning of fractions, decimals and percentages through realistic mathematics problems;
- the ability to interpret, evaluate and remediate learners' representations, solutions and misconceptions;
- the ability to manage a lesson study group in an unfamiliar context, monitoring the progress of the group and taking responsibility for the lesson outcomes and application of appropriate resources; and
- the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande breuke, desimale en persentasies;*
- *geïntegreerde kennis en begrip aangaande realistiese Wiskunde-onderwys;*
- *die vermoë om betekenisvolle leer aangaande breuke, desimale en persentasies met behulp van realistiese wiskundeprobleme te kan fasiliteer;*
- *die vermoë om leerders se weergawes, oplossings en wanbegrippe te kan interpreteer, evalueer en remedieer;*
- *die vermoë om 'n lesstudiegroep binne 'n onbekende konteks te kan bestuur, die groep se vordering te kan monitor, asook om verantwoordelikheid vir die lesuitkomste en die toepassing van toepaslike bronne te kan aanvaar; en*
- *die vermoë om van voorgeskrewe en toepaslike dokumente van die Departement van Basiese Onderwys gebruik te kan maak, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematics Intermediate Phase: Space and Shape

Titel: Wiskunde Intermediêrefase: Ruimte en Vorm

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

- integrated knowledge and understanding of two-dimensional shapes and three-dimensional bodies by describing, classifying and analysing these shapes and solids according to their properties;
- integrated knowledge and informed understanding of the Van Hiele theory of geometric understanding;
- the ability to evaluate and critically apply the Van Hiele theory of geometric thinking;

- the ability to identify the orientation and transformation of objects in space and to analyse and describe these transformations mathematically; and
- the ability to take full responsibility for investigating other theories relating to the development of geometric thinking and the application of these theories in compiling relevant activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande twee-dimensionele vorms en drie-dimensionele figure deur sodanige vorms en figure volgens hulle kenmerke te kan beskryf, klassifiseer en analiseer;*
- *geïntegreerde kennis en begrip aangaande die Van Hiele-teorie van meetkundige denke;*
- *die vermoë om die Van Hiele-teorie van meetkundige denke te kan evalueer en krities te kan toepas;*
- *die vermoë om die oriëntasie en transformasie van voorwerpe in ruimte te kan identifiseer en om sodanige transformasies wiskundig te kan analiseer en beskryf; en*
- *die vermoë om volle verantwoordelikheid vir die ondersoek van ander toepaslike teorieë aangaande meetkundige denke te kan aanvaar, asook die toepassing van sodanige teorieë op die samestelling van toepaslike aktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Mathematics Intermediate Phase: Measurement

Titel: Wiskunde Intermediêrefase: Meting

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

- integrated knowledge and informed understanding of measurement as an integral part of real life situations;
- critical understanding and application of accurate and estimated measurement concepts;
- the ability to critically investigate and evaluate multiple journal articles relating to the teaching of measurement in the intermediate phase;
- the ability to design an appropriate measurement learning experience, individually and collaboratively in diverse learning contexts;
- the ability to facilitate the meaningful learning of measurement concepts using concrete models;
- the ability to implement a variety of assessment strategies e.g. peer assessment, self-assessment; and
- the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande meting as 'n integrale deel van werklike lewenskontekste;*
- *kritiese begrip en toepassing van akkurate en geskatte metingskonsepte;*
- *die vermoë om veelvoudige vaktydskrifartikels aangaande die onderrig van meting in die Intermediêrefase krities te kan ondersoek en evalueer;*
- *die vermoë om toepaslike metingsleervervarings individueel of samewerkend binne diverse leerkontekste te kan ontwerp;*
- *die vermoë om betekenisvolle leer aangaande metingskonsepte met behulp van konkrete modelle te kan fasiliteer;*
- *die vermoë om 'n verskeidenheid assesseringstrategieë te kan implementeer, bv. portuur- en self-assessering; en*
- *die vermoë om van voorgeskrewe en toepaslike dokumente van die Departement van Basiese Onderwys gebruik te kan maak, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MAIP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematics Intermediate Phase: Data Handling

Titel: Wiskunde Intermediêrefase: Datahantering

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

- integrated knowledge, informed understanding and engagement of the procedures of statistics and probability and counting techniques to solve real life problems;
- the ability to gather, represent, analyse and interpret data as well as making informed judgements based on the data;
- the ability to critically evaluate the validity of statistical representations, models, solutions and misconceptions;
- the ability to critically judge the accountability of concepts of chance in real life contexts;
- the ability to accurately, coherently and appropriately present and communicate learning experiences with respect to statistics and probability;
- the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of data handling; and
- the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, asook betrokkenheid by statistiese prosedures, waarskynlikheid en tellingtegnieke, ten einde werklike lewensprobleme te kan oplos;*
- *die vermoë om data te kan insamel, weergee en interpreteer, asook om ingeligte uitsprake op grond van die data te kan lewer;*
- *die vermoë om die geldigheid van statistiese weergawes, modelle, oplossings en wanbegrippe krities te kan evalueer;*
- *die vermoë om die verantwoordbaarheid aangaande konsepte van toeval binne werklike lewenskontekste krities te kan beoordeel;*
- *die vermoë om leervervarings ten opsigte van statistiek en waarskynlikheid akkuraat en samehangend te kan weergee en kommunikeer;*
- *die vermoë om individueel en samewerkend doeltreffend te kan funksioneer, ten einde toepaslike, lewenswerklike aktiwiteite te kan ontwerp, met inbegrip van die gebruik van 'n verskeidenheid hulpbronne om betekenisvolle leer aangaande datahantering te kan fasiliteer; en*
- *die vermoë om die vordering aangaande die ontwerp van aktiwiteite te kan monitor en om verantwoordelikheid vir die uitkomste van hierdie module te kan aanvaar.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Introduction to Mathematics: Numbers, Operations and Data Handling

Titel: Inleiding tot Wiskunde: Getalle, Bewerkings en Datahantering

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

- knowledge and informed understanding of percentages, ratio, proportionality, rate, number patterns, number operations, as well as elementary statistics and probability;
- the ability to identify number patterns in a variety of contexts and be able to make generalizations and also to gather, organise and represent data;
- the ability to apply this knowledge to solve real-life problems in a variety of contexts and analyse data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw conclusions from these findings as well as to employ suitable computer software; and

- a positive attitude towards the application of mathematical techniques in practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande persentasies, verhoudingsgetalle, proporsionaliteit, syfers, getalpatrone, getalbewerkings, asook elementêre statistiek en waarskynlikheid;*
- *die vermoë om getalpatrone binne 'n verskeidenheid kontekste te kan identifiseer en om veralgemenings te kan maak, asook data te kan insamel, organiseer en weergee;*
- *die vermoë om sodanige kennis op werklike lewensprobleme binne 'n verskeidenheid kontekste te kan toepas, die probleme te kan oplos, asook om data vanuit 'n verskeidenheid kontekste te kan analiseer, met inbegrip van die gebruik van elementêre statistiek en toepaslike rekenaarsagteware, ten einde sodanige bevindings te kan kommunikeer, krities te kan interpreteer en gevolgtrekkings daarvolgens te kan maak; en*
- *'n positiewe houding teenoor die toepassing van wiskundige tegnieke in die praktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Mathematics for the Senior and FET Phase: Numbers, Relationships and Number Systems

Titel: Wiskunde vir die Senior en VOO-Fase: Getalle, Verwantskappe en Numeriese Stelsels

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

- specific knowledge and 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; and complex numbers (brief introduction);
- knowledge regarding the origin and evolution of the number concept and how it influences mathematical operations;
- the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems;
- 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 within the field of number systems;
- accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and
- the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and the ability to integrate specialized subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *spesifieke kennis en grondige begrip aangaande getalle, wyses om getalle weer te gee, verwantskappe tussen getalle, asook kenmerke van die volgende numeriese stelsels: natuurlike getalle; heelgetalle; integrale getalle; reële getalle; en samegestelde getalle (kort inleiding);*
- *kennis aangaande die ontstaan en evolusie van die getallekonsep en die wyse waarop dit wiskundige bewerkings beïnvloed;*
- *die vermoë om prosedures, reëls, beginsels, metodes en formules binne die veld van numeriese stelsels te kan selekteer, beplan en toepas;*
- *die vermoë om alledaagse, sowel as nie-alledaagse numeriese, stelselverwanteprobleme binne bekende, sowel as nuwe, realistiese kontekste te kan identifiseer, analiseer, oplos en evalueer;*
- *die vermoë om wiskundige terminologie, simbole en notering te kan gebruik, ten einde mondelinge en skriftelike inligting vanuit die veld van numeriese stelsels te kan verskaf en kommunikeer;*
- *verantwoordbaarheid aangaande die evaluering van die toepaslikheid en geldigheid van wiskundige figure/diagramme, modelle en oplossings vir probleme; en*
- *die vermoë om lesse aangaande numeriese stelsels te kan beplan en aanbied, met inbegrip van die gebruik van die voorgeskrewe en toepaslike beleidsdokumente van die Departement van Basiese Onderwys, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematics for the Senior and FET Phase: Exploring Space and Shape

Titel: Wiskunde vir die Senior en VOO-Fase: Verkenning van Ruimte en Vorm

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

- specific knowledge and informed understanding of the characteristics and properties of two-dimensional figures and three-dimensional shapes and the relationships in trigonometry;
- specific knowledge and informed understanding of the Van Hiele theory of geometrical reasoning;
- the ability to use technological and other mathematical tools to enhance inductive reasoning and prepare LTSM;
- the ability to select, plan and apply procedures, rules, principles, methods and formulae within the fields of geometry and trigonometry;
- the ability to identify, analyse, solve and evaluate routine as well as non-routine geometry and trigonometry 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 fields of geometry and trigonometry;
- accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and
- the ability to plan and teach lessons regarding geometry and trigonometry, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *spesifieke kennis en grondige begrip aangaande die kenmerke en eienskappe van twee-dimensionele figure en drie-dimensionele vorms, asook die verwantskappe in driehoeksmeting;*
- *spesifieke kennis en grondige begrip aangaande die Van Hiele-teorie van meetkundige redenering;*
- *die vermoë om tegnologiese en ander wiskundige instrumente te kan gebruik, ten einde induktiewe redenering te kan versterk en LTSM te kan voorberei;*
- *die vermoë om prosedures, reëls, beginsels, metodes en formules binne die veld van meetkunde en driehoeksmeting te kan selekteer, beplan en toepas;*
- *die vermoë om alledaagse, sowel as nie-alledaagse meetkundige en driehoeksmetingsprobleme binne bekende, sowel as nuwe, realistiese kontekste te kan identifiseer, analiseer, oplos en evalueer;*
- *die vermoë om wiskundige terminologie, simbole en notering te kan gebruik, ten einde mondelinge en skriftelike inligting vanuit die veld van meetkunde en driehoeksmeting te kan verskaf en kommunikeer;*
- *verantwoordbaarheid aangaande die evaluering van die toepaslikheid en geldigheid van wiskundige figure/diagramme, modelle en oplossings vir probleme; en*
- *die vermoë om lesse aangaande meetkunde en driehoeksmeting te kan beplan en aanbied, met inbegrip van die gebruik van die voorgeskrewe en toepaslike beleidsdokumente van die Departement van Basiese Onderwys, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematics for the Senior and FET Phase: A Model-Based Approach to Functions

Titel: Wiskunde vir die Senior en VOO-Fase: 'n Model-Gebaseerde Benadering tot Funksies

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

- detailed knowledge and solid, grounded understanding of the origin and evolution of the function concept, ways of modelling real life problem situations, relationships among various types of functions, namely: linear functions, quadratic functions, special polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential and logarithmic functions, and hyperbolic functions as well as the teaching and learning methods relevant to these topics where they feature at school level;
- the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of functions and mathematic modelling in order to describe situations and solve problems in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved;
- the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form within the field of functions and mathematical modelling;
- the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing various real life functional relationships and solving related unfamiliar real life problems; and
- the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring functions and mathematical modelling or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving functions.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande die ontstaan en evolusie van die funksiekonsep, wyses waarop werklike lewenskontekste gemodelleer kan word, asook verwantskappe tussen verskillende funksietipes, naamlik: liniêre funksies, vierkantsverdelingsfunksies, spesiale veeltermige funksies, absolute waardefunksies, rasionale funksies, driehoeksmetingsfunksies, eksponensiaal- en logaritmiese funksies, hiperboliese funksies, sowel as die toepaslike onderrig-leermetodes, soos dit op skoolvlak voorkom;*
- *die vermoë om basiese prosedures, reëls, beginsels, metodes en formules binne die veld van funksies en wiskundige modellering te kan identifiseer, analiseer, selekteer, beplan en toepas, ten einde kontekste te kan beskryf en probleme binne onbekende, realistiese kontekste te kan oplos, asook om onderrig-leer aangaande probleemoplossing binne ooreenkomstige kontekste, waarby funksies betrokke is, te kan fasiliteer;*
- *die vermoë om toegang tot wiskundige terminologie, simbole en notering te kan verkry en dit akkuraat en duidelik te kan verwerk en bestuur, ten einde inligting op mondelinge en skriftelike wyse binne die veld van funksies en wiskundige modellering te kan verskaf en kommunikeer;*
- *die vermoë om tegnologie soos sakrekenaars en dinamiese sagteware, sowel as ander toepaslike rekenaar- of Web-gebaseerde, wiskundige instrumente te kan gebruik, ten einde verskeie werklike, funksionele lewensverwantskappe te kan weergee, asook om toepaslike, onbekende, werklike lewensprobleme te kan oplos; en*
- *die vermoë om tussen individuele en groepstake/-verantwoordelikhede te kan onderskei, sowel as die vermoë om binne onbekende kontekste waar funksies en wiskundige modellering voorkom, eie leerprestasie, sowel as die groep se prestasie, waar toepaslik, te kan monitor, evalueer en bestuur, met inbegrip van die evaluering van die geldigheid van wiskundige figure/diagramme, modelle en probleemoplossings, sowel as die doeltreffendheid van onderrig-leer aangaande die tema, asook onderrig-leeraktiwiteite waarby funksies betrokke is.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematics for the Senior and FET phase: The interaction Between Algebra and Geometry

Titel: Wiskunde vir die Senior en VOO-Fase: Die Interaksie Tussen Algebra en Meetkunde

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

- detailed knowledge and solid, grounded understanding of the origin and evolution of the relationships between algebra and co-ordinate geometry as well as the teaching and learning methods relevant to these topics, including solid knowledge of contemporary teaching-learning theories relevant to algebra and geometry as an integrated topic;
- the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve linear and non-linear equations and inequalities algebraically and graphically in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved;
- the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the algebraic and graphical representation of polynomial and rational functions in both verbal and written form and to facilitate analytical geometry in diverse learning contexts;
- the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing points, lines, loci and curves and solving related unfamiliar real life problems; and
- the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring co-ordinate systems, points, lines, loci and curves or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving co-ordinate geometry.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande die ontstaan en evolusie van die verwantskappe tussen algebra en koördinaatmeetkunde, sowel as toepaslike onderrig-leermetodes ten opsigte van sodanige temas, met inbegrip van deeglike kennis aangaande kontemporêre onderrig-leerteorieë ten opsigte van algebra en meetkunde as geïntegreerde tema;*
- *die vermoë om basiese prosedures, reëls, beginsels, metodes en formules te kan identifiseer, analiseer, selekteer, beplan en toepas, ten einde kontekste te kan beskryf, asook om liniêre en nie-liniêre vergelykings en veranderlikes binne onbekende, realistiese kontekste, algebraïes en grafies te kan oplos, en om die onderrig-leer aangaande probleemoplossing binne ooreenkomstige kontekste, waarby funksies betrokke is, te kan fasiliteer;*
- *die vermoë om toegang tot wiskundige terminologie, simbole en notering te kan verkry en dit akkuraat en duidelik te kan verwerk en bestuur, ten einde die algebraïese en grafiese weergawe van veeltermige en rasionale funksies op mondelinge en skriftelike wyse te kan aanbied en kommunikeer, asook om analitiese meetkunde binne diverse leerkontekste te kan fasiliteer;*
- *die vermoë om tegnologie soos sakrekenaars en dinamiese sagteware, sowel as ander toepaslike rekenaar- of Web-gebaseerde, wiskundige instrumente wat nuttig is om punte, lyne, lokusse en kurwes aan te dui, te kan gebruik, asook om verwante, onbekende, werklike lewensprobleme te kan oplos; en*
- *die vermoë om tussen individuele en groepstake/-verantwoordelikhede te kan onderskei, sowel as die vermoë om binne onbekende kontekste waar koördinaatstelsels, punte, lyne, lokusse en kurwes voorkom, eie leerprestasie, sowel as die groep se prestasie, waar toepaslik, te kan monitor, evalueer en bestuur, met inbegrip van die evaluering van die geldigheid van wiskundige figure/diagramme, modelle en probleemoplossings, sowel as die doeltreffendheid van onderrig-leer van die tema, asook onderrig-leeraktiwiteite waarby koördinaatmeetkunde betrokke is.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematics for the Senior and FET Phase: Statistics and Probability

Titel: Wiskunde vir die Senior en VOO-Fase: Statistiek en Waarskynlikheid

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

- integrated knowledge and a deep 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 to enable inferences to be drawn based on the data;
- integrated knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve complex real life problems;
- accountability for evaluating the validity of statistical and probability representations, models and solutions to problems;
- the ability to select, plan, implement and present lessons regarding statistics and probability, making use of theory-based teaching and assessment strategies; and
- the ability to integrate specialized subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en grondige begrip aangaande die terminologie, beginsels en prosedures van Statistiek;*
- *die vermoë om die toepaslike statistiese metodes te kan selekteer, korrek te kan evalueer en toepas, ten einde data, soos van toepassing op werklike lewenskontekste, te kan insamel, analiseer en interpreteer;*

- *die vermoë om toepaslike statistiese metodes te kan analiseer, evalueer en krities daaroor te kan besin, ten einde gevolgtrekkings op grond van die data te kan maak;*
- *geïntegreerde kennis en begrip aangaande die terminologie, konsepte, beginsels en tegnieke binne die veld van waarskynlikheid, ten einde ingewikkelde, werklike lewensprobleme te kan oplos;*
- *verantwoordbaarheid aangaande die geldigheid van statistiese en waarskynlikheidsfigure/-diagramme, modelle en probleemoplossings;*
- *die vermoë om lesse aangaande statistiek en waarskynlikheid te kan selekteer, beplan, implementeer en aanbied, met inbegrip van die gebruik van teorie-gebaseerde onderrig- en assesseringstrategieë; en*
- *die vermoë om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematics for the Senior and FET Phase: Euclidean and Spherical Geometry

Titel: Wiskunde vir die Senior en VOO-Fase: Euklidiese en Sferiese Meetkunde

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

- integrated knowledge and a deep understanding of the Euclidean representational system;
- the ability to compare the Euclidean, spherical and other interesting geometric representational systems;
- the ability to use technological and other mathematical tools to enhance learning and prepare LTSM;
- integrated knowledge and understanding of the terminology, concepts, principles and techniques within the fields of Euclidean, spherical and other interesting geometric representational systems to solve complex real life problems;
- accountability for evaluating the validity of models and solutions to problems of Euclidean, spherical and other interesting geometric representational systems;
- the ability to select, plan, implement and present lessons regarding geometric representational systems, making use of theoretically based teaching and assessment strategies; and
- the ability to integrate specialized subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en grondige begrip aangaande die Euklidiese, representatiewe stelsel;*
- *die vermoë om die Euklidiese, sferiese en ander interessante meetkundige, representatiewe stelsels te kan vergelyk;*
- *die vermoë om tegnologiese en ander wiskundige instrumente te kan gebruik, ten einde leer te kan versterk en LTSM te kan voorberei;*
- *geïntegreerde kennis en begrip aangaande die terminologie, konsepte, beginsels en tegnieke binne die veld van Euklidiese, sferiese en ander interessante meetkundige, representatiewe stelsels, ten einde ingewikkelde, werklike lewensprobleme te kan oplos;*
- *verantwoordbaarheid aangaande die evaluering van die geldigheid van modelle en oplossings ten opsigte van probleme binne Euklidiese, sferiese en ander interessante meetkundige, representatiewe stelsels;*
- *die vermoë om lesse aangaande meetkundige, representatiewe stelsels te kan selekteer, beplan, implementeer en aanbied, met inbegrip van die gebruik van teorie-gebaseerde onderrig-leerstrategieë; en*
- *die vermoë om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Mathematics for the Senior and FET Phase: Differentiation and Integration Calculus

Titel: Wiskunde vir die Senior en VOO-Fase: Differensiaal- en Integraalrekening

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

- detailed knowledge and solid, grounded understanding of the origin and evolution of piece-wise defined functions, limits, infinitesimal quantities and of the relationships between the geometry of secants, tangents, infinite sums, irregular areas and the relationships between algebraically inverse mathematical processes as described by the Fundamental Theorem of Calculus as well as the teaching and learning methods relevant to these topics, including integrated knowledge of contemporary teaching-learning theories relevant to limits and differentiation calculus;
- the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving differentiation and integration of simple as well as composite functions and combinations of functions in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where limits and differentiation are involved;
- the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation of complicated functions, limits, rates of change, area of enclosed regions, volumes of solids of revolution and simple first-order and second-order linear differential equations in both verbal and written form and to facilitate the learning of differential calculus in diverse learning contexts;
- the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing functions, limits, secants, tangents, irregular enclosed two-dimensional regions and partitions and solving related unfamiliar real life problems; and
- the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring limits, differentiation and integration, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of limits and differentiation as an extension of curves and secants and tangents.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande die ontstaan en evolusie van broksgewys-bepaalde funksies, beperkings, geringe hoeveelhede, asook aangaande die verwantskappe tussen die meetkunde van snylyne, raaklyne, ontelbare somme, onreëlmatige areas en die verwantskappe tussen algebraïese, omgekeerde wiskundige prosesse, soos omskryf in die Fundamentele Rekeningsteorie, sowel as onderrig-leermetodes aangaande sodanige temas, met inbegrip van geïntegreerde kennis aangaande kontemporêre onderrig-leerteorieë, soos van toepassing op differensiaalrekening;*
- *die vermoë om basiese prosedures, reëls, beginsels, metodes en formules te kan identifiseer, analiseer, selekteer, beplan en toepas, ten einde ingewikkelde probleme, waarby differensiaal- en integraalrekening van eenvoudige, sowel as samegestelde funksies en kombinasies binne vaag-omskrewe, abstrakte of realistiese kontekste betrokke is, te kan beskryf, asook om die onderrig-leer van toepaslike probleemoplossing binne skoolvlakkontekste, waarby beperkings en differensiaalrekening betrokke is, te kan fasiliteer;*
- *die vermoë om toegang tot wiskundige terminologie, simbole en notering te kan verkry en dit akkuraat en duidelik te kan verwerk en bestuur, ten einde die meetkundige en algebraïese weergawe van ingewikkelde funksies, beperkings, skaal van verandering, area van ingeslote gebiede en volumes van vaste stowwe aangaande omwenteling, asook eenvoudige eerste-orde en tweede-orde, liniêre differensiaalveranderlikes, op mondelinge en skriftelike wyse te kan aanbied en kommunikeer, asook om die aanleer van differensiaalrekening binne diverse leerkontekste te kan fasiliteer;*
- *die vermoë om tegnologie soos sakrekenaars en dinamiese sagteware, sowel as ander toepaslike rekenaar- of Web-gebaseerde, wiskundige instrumente wat nuttig is om funksies, beperkings, snylyne, raaklyne, onreëlmatige en ingeslote, twee-dimensionele gebiede en verdelings weer te gee, te kan gebruik, asook om verwante, onbekende, werklike lewensprobleme te kan oplos; en*
- *die vermoë om tussen individuele en groepstake/-verantwoordelikhede te kan onderskei, sowel as die vermoë om binne onbekende kontekste waar beperkings, differensiaal- en integraalrekening voorkom, eie leerprestasie, sowel as die groep se prestasie, waar toepaslik, te kan monitor, evalueer en bestuur, met inbegrip van die evaluering van die geldigheid van wiskundige figure/diagramme, modelle en probleemoplossings, of die onderrig-leerbeperkings aangaande differensiaalrekening as toevoeging tot kurwes, snylyne en raaklyne.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATH421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematics for the Senior and FET Phase: Multi-Dimensional Algebra and Numerical Methods

Titel: Wiskunde vir die Senior en VOO-Fase: Multidimensionele Algebra en Numeriese Metodes

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

- detailed knowledge and solid, grounded understanding of the origin and evolution of two and three-dimensional vectors and their extension to higher dimensional cases, linear and non-linear equations, systems of equations, the linear programming problem and iterative numerical methods;
- the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving vectors, equations, systems of equations, matrices, linear programming and iterative numerical methods in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where equations, systems of equations, linear programming and the properties of various types of non-linear equations are involved;
- the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation and treatment of equations, systems of equations, linear programming and the properties of various types of non-linear equations in diverse learning contexts;
- the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing vectors, various types of equations, feasible regions where linear programming is involved and for solving related unfamiliar real life problems, as well as for executing iterative numerical procedures applied to real life problems; and
- the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring vectors, matrices, various types of equations, linear programming and iterative numerical procedures, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of equations, systems of equations, linear programming and the properties of various algebraic concepts related to these topics.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en deeglike begrip aangaande die ontstaan en evolusie van twee- en drie-dimensionele vektore en die toevoeging daarvan tot hoër dimensionele gevalle, liniêre en nie-liniêre vergelykings, vergelykingstelsels, die liniêre programmeringsprobleem en frekwentatiewe numeriese metodes;*
- *die vermoë om basiese prosedures, reëls, beginsels, metodes en formules te kan identifiseer, analiseer, selekteer, beplan en toepas, ten einde ingewikkelde probleme, waarby vektore, vergelykings, vergelykingstelsels, matrikse, liniêre programmering en frekwentatiewe numeriese metodes binne vaag-omskrewe, abstrakte of realistiese kontekste betrokke is, te kan beskryf, asook om die onderrig-leer van toepaslike probleemoplossing binne skoolvlakkontekste, waarby vergelykings, vergelykingstelsels, liniêre programmering en die kenmerke van verskeie tipes nie-liniêre vergelykings betrokke is, te kan fasiliteer;*
- *die vermoë om toegang tot wiskundige terminologie, simbole en notering te kan verkry en dit akkuraat en duidelik te kan verwerk en bestuur, ten einde die meetkundige en algebraïese weergawe en hantering van vergelykings, vergelykingstelsels, liniêre programmering en die kenmerke van verskeie tipes nie-liniêre vergelykings binne diverse leerkontekste te kan aanbied en kommunikeer;*
- *die vermoë om tegnologie soos sakrekenaars en dinamiese sagteware, sowel as ander toepaslike rekenaar- of Web-gebaseerde, wiskundige instrumente wat nuttig is om vektore, verskeie tipes vergelykings en moontlike praktiese gebiede, waarby liniêre programmering betrokke is, weer te gee, te kan gebruik, asook om onbekende, verwante, werklike lewensprobleme te kan oplos, sowel as om frekwentatiewe numeriese prosedures op werklike lewensprobleme te kan toepas; en*
- *die vermoë om tussen individuele en groepstake/-verantwoordelikhede te kan onderskei, sowel as die vermoë om binne onbekende kontekste waar vektore, matrikse, verskeie tipes vergelykings, liniêre programmering en frekwentatiewe numeriese prosedures voorkom, eie leerprestasie, sowel as die groep se prestasie, waar toepaslik, te kan monitor, evalueer en bestuur, met inbegrip van die evaluering van die geldigheid van wiskundige figure/diagramme, modelle en probleemoplossings, of die onderrig-leer aangaande vergelykings, vergelykingstelsels, liniêre programmering en die kenmerke van verskeie algebraïese konsepte verwant aan sodanige temas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATV111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Mathematics for Senior Phase: Algebra

Titel: Wiskunde vir Seniorfase: Algebra

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

- basic knowledge and understanding of numbers, ways of representing numbers, relationships among numbers and properties of number systems;
- basic knowledge, understanding and insight with regard to fundamental algebraic operations;
- basic knowledge, understanding and insight with regard to the following functions: linear functions, quadratic functions, exponential functions, logarithmic functions and trigonometric functions;
- basic knowledge, understanding and insight in order to solve elementary trigonometric equations; and
- basic knowledge, understanding and insight in order to solve two-dimensional problems by constructing trigonometric relationships.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *basiese kennis en begrip aangaande getalle, wyses waarop getalle weergegee kan word, verwantskappe tussen getalle en kenmerke van getalstelsels;*
- *basiese kennis en begrip aangaande en insig in Fundamentele algebraïese bewerkings;*
- *basiese kennis en begrip aangaande en insig in die volgende funksies: liniêre funksies, vierkantsvergelykingsfunksies, eksponensiaalfunksies, logaritmiese funksies en driehoeksmetingsfunksies;*
- *basiese kennis en begrip aangaande en insig in die oplossing van elementêre driehoeksmetingsvergelykings; en*
- *basiese kennis en begrip aangaande die oplossing van twee-dimensionele probleme met behulp van die konstruering van driehoeksmetingsverwantskappe.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MATV121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Mathematics for Senior Phase: Geometry

Titel: Wiskunde vir Seniorfase: Meetkunde

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

- basic knowledge with regard to the properties and relationships of two-dimensional shapes and three-dimensional solids;
- basic knowledge, understanding and insight in order to solve two- and three- dimensional problems by constructing geometrical relationships;
- basic knowledge, understanding and insight in order to solve two- and three- dimensional problems by constructing trigonometric relationships; and
- basic knowledge, understanding and insight with regard to trigonometric functions.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *basiese kennis aangaande die kenmerke en verwantskappe van twee-dimensionele vorms en drie-dimensionele figure;*
- *basiese kennis en begrip aangaande en insig in die oplossing van twee- en drie-dimensionele probleme deur meetkundige verwantskappe te kan konstrueer;*
- *basiese kennis en begrip aangaande en insig in die oplossing van twee- en drie-dimensionele probleme deur driehoeksmetingsverwantskappe te kan konstrueer; en*
- *basiese kennis en begrip aangaande en insig in driehoeksmetingsfunksies.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPC111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Mathematics for Early Childhood Education and Development: Learning and Teaching Theories and Strategies in Primary Mathematics

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Leer-Onderrigteorieë en -Strategieë in Primêre Wiskunde

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

- knowledge and informed understanding of:
  - different forms of mathematical knowledge, as well as various views on effective primary Mathematics teaching and learning,
  - the different theories within the field of basic mathematics relevant to ECED (Focusing on the Foundation Phase), and
  - the development and construction of the meaning of problem-solving in primary Mathematics;
- an ability to select, plan, implement and manage standard and non- standard procedures, rules, methods and skills within the field of mathematics, in order to promote problem-solving;
- an ability to distinguish, evaluate and solve routine or new Mathematical problems and to apply the solutions to support progress in the practice of higher order thinking abilities during mathematical problem-solving;
- the ability to communicate concepts, theories and views on effective mathematics teaching and learning, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and
- an ability to monitor their own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande:*
  - *verskillende vorme van wiskundige kennis, sowel as verskeie beskouings aangaande doeltreffende Primêre Wiskunde-onderrig en leer,*
  - *die verskillende teorieë binne die veld van basiese Wiskunde aangaande VKOO (met die fokus op die Grondslagfase), en*
  - *die ontwikkeling en konstruering van betekenis aangaande probleemoplossing in Primêre Wiskunde;*
- *die vermoë om standaard- en nie-standaard prosedures, reëls, metodes en vaardighede binne die veld van Wiskunde te kan selekteer, beplan, implementeer en bestuur, ten einde probleemoplossing te kan bevorder;*
- *die vermoë om tussen alledaagse of nuwe Wiskundeprobleme te kan onderskei, dit te kan evalueer en oplos, asook om die oplossings te kan toepas, ten einde vordering in die praktyk van hoër-orde-denkvaardighede tydens wiskundige probleemoplossing te kan ondersteun;*
- *die vermoë om konsepte, teorieë en beskouings aangaande doeltreffende Wiskunde-onderrig en leer mondelings en skriftelik, via verskillende tegnologieë en media, op akkurate en samehangende wyse, te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat; en*
- *die vermoë om sy/haar eie leervordering te kan monitor en toepaslike leerstrategieë in Wiskunde te kan implementeer, ten einde leer te kan verbeter en hulpbronne doeltreffend te kan bestuur om taakuitkomste suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPC121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematics for Early Childhood Education and Development: Number Sense and Operations

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Getalbegrip en Bewerkings

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

- knowledge and informed understanding of:
  - primary Mathematics , number concept, classification, counting and the base- ten numeration system,
  - the different theories, procedures, methods and models of knowledge relevant to whole numbers in the field of primary Mathematics, and
  - the development and construction of the meaning of whole numbers and operations with whole numbers in primary Mathematics;
- ability to select, plan, implement and manage standard and non-standard procedures and methods within the field of Mathematics, in order to promote real life problem-solving practices;
- the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;
- the ability to communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and
- monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande:*
  - *Primêre Wiskunde, getalkonsepte, klassifikasie, telling, asook die basis-tien-numereringstelsel,*
  - *die verskillende teorieë, prosedures, metodes en modelle aangaande toepaslike kennis van heelgetalle binne die veld van Primêre Wiskunde, en*
  - *die ontwikkeling en konstruering van betekenis aangaande heelgetalle en bewerkings met heelgetalle in Primêre Wiskunde;*
- *die vermoë om standaard- en nie-standaard prosedures en metodes binne die veld van Wiskunde te kan selekteer, beplan, implementeer en bestuur, ten einde werklike lewensprobleemoplossingspraktyke te kan bevorder;*
- *die vermoë om alledaagse of nuwe probleemoplossingspraktyke aangaande Primêre Wiskundeleerders binne bekende kontekste te kan identifiseer, daartussen te kan onderskei, dit te kan analiseer, interpreteer, assesseer, fasiliteer en remedieer, asook om die oplossings te kan toepas, ten einde vordering in die praktyk van probleemarea-indentifisering te kan ondersteun;*
- *die vermoë om konsepte, metodes en modelle mondelings en skriftelik, via verskillende tegnologieë en media, op akkurate en samehangende wyse, te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat; en*
- *die vermoë om eie leervordering te kan monitor, toepaslike leerstrategieë in Wiskunde te kan implementeer en hulpbronne doeltreffend te kan bestuur, ten einde taakuitkomste suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPC221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematics for Early Childhood Education and Development: Geometry and Measurement of Primary Mathematics

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Meetkunde en Meting in Primêre Wiskunde

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

- the different theories that underpin the teaching and learning of geometry and measurement in the Foundation phase;
- subject specific knowledge about the main concepts related to geometry and measurement in the Foundation phase;
- how to teach geometry and measurement to the foundation phase learner;
- knowledge of the content domains of geometry and measurement as reflected in the current prescribed curricula of the country in the foundation phase; and
- how geometric and measurement concepts benefit the society in which we live.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die verskillende fundamentele teorieë ten opsigte van die onderrig-leer van meetkunde en meting in die Grondslagfase;*
- *vak-spesifieke kennis aangaande die hoofkonsepte ten opsigte van meetkunde en meting in die Grondslagfase;*
- *die onderrigwyse van meetkunde en meting ten opsigte van die Grondslagfaseleerder;*
- *kennis aangaande die inhoudsdomeine ten opsigte van meetkunde en meting, soos weerspieël in die huidige voorgeskrewe kurrikulums vir die Grondslagfase; en*
- *die wyse waarop meetkundige en metingskonsepte die samelewing waarbinne ons lewe, bevoordeel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPC311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematics for Early Childhood Education and Development: Number Theory, Number Patterns and Data Handling in Primary Mathematics

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Getalleteorie, Getalpatrone en Datahantering in Primêre Wiskunde

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

- detailed knowledge and understanding of:
  - the number theory, number patterns and data handling,
  - the different theories, procedures, methods and models of knowledge relevant to the number theory, number patterns and data handling in the field of Primary Mathematics, and
  - the development and construction of the meaning of number theory number patterns and data handling in Primary Mathematics;
- ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods within the field of Primary Mathematics, in order to promote real life problem-solving practices;
- the ability to anticipate, distinguish, analyse, interpret, asses, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;
- discipline-specific methods and techniques of scientific enquiry and information gathering on number theory, number patterns and data handing from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Mathematics;
- the ability to accurately and coherently communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;
- monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and
- the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande:*
  - *die getalleteorie, getalpatrone en datahantering,*
  - *die verskillende teorieë, prosedures, metodes en modelle aangaande toepaslike kennis ten opsigte van die getalleteorie, getalpatrone en datahantering binne die veld van Primêre Wiskunde, en*
  - *die ontwikkeling en konstruering van betekenis aangaande die getalleteorie, getalpatrone en datahantering in Primêre Wiskunde;*
- *die vermoë om standaard- en nie-standaard prosedures en metodes binne die veld van Primêre Wiskunde te kan selekteer, beplan, implementeer en bestuur, ten einde werklike lewensprobleemoplossingspraktyke te kan bevorder;*
- *die vermoë om alledaagse of nuwe probleemoplossingspraktyke aangaande Primêre Wiskundeleerders binne bekende kontekste te kan identifiseer, daartussen te kan onderskei, dit te kan analiseer, interpreteer, assesseer, fasiliteer en remedieer, asook om die oplossings te kan toepas, ten einde vordering in die praktyk van probleemarea-identifisering te kan ondersteun;*
- *vak-spesifieke metodes en tegnieke aangaande wetenskaplike ondersoek en inligtinginsameling ten opsigte van die getalleteorie, getalpatrone en datahantering, asook om inligting vanuit toepaslike bronne te kan analiseer, evalueer en sintetiseer, en om sy/haar gevolgtrekkings/navorsing op 'n gegewe konteks binne die veld van Primêre Wiskunde te kan toepas;*
- *die vermoë om konsepte, metodes en modelle mondelings en skriftelik, via verskillende tegnologieë en media, op akkurate en samehangende wyse, te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat;*
- *die vermoë om eie leervordering te kan monitor, toepaslike leerstrategieë in Wiskunde te kan implementeer en hulpbronne doeltreffend te kan bestuur, ten einde taakuitkomste suksesvol te kan verwesenlik; en*
- *die vermoë om lesse waarby toepaslike vakkennis en onderwyskriteria suksesvol geïntegreer is, te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPC321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematics for Early Childhood Education and Development: Rational Numbers in Primary Mathematics

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Rasionale Getalle in Primêre Wiskunde

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

- detailed knowledge and understanding of:
  - rational numbers,
  - the different theories, procedures, methods and models of knowledge relevant to rational numbers in the field of Primary Mathematics, and
  - the development and construction of the meaning of rational numbers and operations with rational numbers in Primary Mathematics;
- ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods with rational numbers and within the field of Primary Mathematics, in order to promote real life problem-solving practices;
- the ability to anticipate, distinguish, analyse, interpret, asses, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;
- discipline-specific methods and techniques of scientific enquiry and information gathering on rational numbers from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Primary Mathematics;
- the ability to accurately and coherently communicate concepts, methods and models verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;
- monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and
- the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande:*
  - *rasionale getalle,*
  - *die verskillende teorieë, prosedures, metodes en modelle aangaande toepaslike kennis ten opsigte van rasionale getalle binne die veld van Primêre Wiskunde, en*
  - *die ontwikkeling en konstruering van betekenis ten opsigte van rasionale getalle en bewerkings in Primêre Wiskunde;*
- *die vermoë om standaard- en nie-standaard prosedures en metodes aangaande rasionale getalle binne die veld van Primêre Wiskunde te kan selekteer, beplan, implementeer en bestuur, ten einde werklike lewensprobleemoplossingspraktyke te kan bevorder;*
- *die vermoë om alledaagse of nuwe probleemoplossingspraktyke aangaande Primêre Wiskundeleerders binne bekende kontekste te kan identifiseer, daartussen te kan onderskei, dit te kan analiseer, interpreteer, assesseer, fasiliteer en remedieer, asook om die oplossings te kan toepas, ten einde vordering in die praktyk van probleemarea-indentifisering te kan ondersteun;*

- *vak-spesifieke metodes en tegnieke aangaande wetenskaplike ondersoek en inligtinginsameling ten opsigte van rasionale getalle, asook om inligting vanuit toepaslike bronne te kan analiseer, evalueer en sintetiseer, en om sy/haar gevolgtrekkings/navorsing op 'n gegewe konteks binne die veld van Primêre Wiskunde te kan toepas;*
- *die vermoë om konsepte, metodes en modelle mondelings en skriftelik, via verskillende tegnologieë en media, op akkurate en samehangende wyse, te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat;*
- *die vermoë om eie leervordering te kan monitor, toepaslike leerstrategieë in Wiskunde te kan implementeer en hulpbronne doeltreffend te kan bestuur, ten einde taakuitkomste suksesvol te kan verwesenlik; en*
- *die vermoë om lesse waarby toepaslike vakkennis en onderwyskriteria suksesvol geïntegreer is, te kan aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPC411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Mathematics for Early Childhood Education and Development: Language in Mathematics

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Taal in Wiskunde

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

- integrated knowledge and awareness of the relationship between language development and reading and the teaching-learning of/in mathematics and of the characteristics of the language of mathematics (vocabulary and symbolism) and the major problems learners encounter with this language;
- knowledge and application of instruction (demonstrate) to help learners improve their skills in reading mathematics and developing mathematical vocabulary;
- knowledge, awareness and application of problem-solving processes and instructional procedures to aid in the solution of verbal mathematical problems;
- knowledge of issues in integrating writing into the mathematics classroom and procedures for helping learners to improve their writing skills in mathematics; and
- the ability to make use of prescribed policy and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology to design appropriate mathematics lessons for the foundation phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en bewustheid aangaande die verwantskap tussen taalontwikkeling, leeswerk, die onderrig-leer van/in Wiskunde en die eienskappe van die taal van Wiskunde (woordeskat en simbolisme), asook die hoofprobleme wat leerders in hierdie taal teëkom;*
- *kennis en toepassing van onderrig (demonstrasie), ten einde leerders te kan bystaan om hulle vaardighede ten opsigte van Wiskundelees te kan verbeter, asook om wiskundige woordeskat te kan ontwikkel;*
- *kennis, bewustheid en toepassing van probleemoplossingsprosesse en onderrigprosedures, ten einde met die oplossing van wiskundige probleme bystand te kan verleen;*
- *kennis aangaande kwessies ten opsigte van die integrering van skryf in die Wiskundeklaskamer, asook prosedures om leerders by te staan om hulle skryfvaardighede in Wiskunde te kan verbeter; en*
- *die vermoë om voorgeskrewe en toepaslike dokumente van die Departement van Basiese Onderwys te kan gebruik, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer, ten einde toepaslike Wiskundelesse vir die Grondslagfase te kan ontwerp.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MFPP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematics for Early Childhood Education and Development: Early Preschool Mathematics (Informal Phase)

Titel: Wiskunde vir Vroeë Kinderopvoeding en -Ontwikkeling: Voorskoolse Wiskunde (Informele Fase)

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

- a theoretical foundation for the way in which the pre-school and Grade R child are exposed to mathematical concepts;
- the subject specific knowledge about the main concepts related to mathematics in pre-school and Grade R;
- how to teach mathematics in pre-school and Grade R;
- the knowledge of the content domains of mathematics as reflected in the current prescribed curricula of the country in the pre-school and Grade R; and
- how mathematics concepts benefit the society in which we live.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *'n teoretiese basis aangaande die wyse waarop die voorskoolse en Graad R-kind aan wiskundige konsepte blootgestel word;*
- *vak-spesifieke kennis aangaande die hoofkonsepte ten opsigte van voorskoolse en Graad R-Wiskunde;*
- *die onderrigwyse van voorskoolse en Graad R-Wiskunde;*
- *kennis aangaande die inhoudsdomeine van Wiskunde, soos in die land se huidige voorgeskrewe kurrikulums ten opsigte van voorskoolse en Graad R-Wiskunde weerspieël word; en*
- *die wyse waarop wiskundige konsepte die samelewing waarbinne ons lewe, bevoordeel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MLIT111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Mathematical Literacy: Numbers and Operations in Context

Titel: Wiskundige Geletterdheid: Getalle en Bewerkings in Konteks

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

- specific subject knowledge and 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;
- subject knowledge regarding the origin and evolution of the number concept and how it influences mathematical operations;
- the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems;
- 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 within the field of number systems; and
- the ability to plan and teach lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *spesifieke kennis en grondige begrip aangaande getalle, wyses om getalle weer te gee, verwantskappe tussen getalle, asook kenmerke van die volgende numeriese stelsels: natuurlike getalle; heelgetalle; integrale getalle; reële getalle; en samegestelde getalle (kort inleiding);*
- *kennis aangaande die ontstaan en evolusie van die getallekonsep en die wyse waarop dit wiskundige bewerkings beïnvloed;*
- *die vermoë om prosedures, reëls, beginsels, metodes en formules binne die veld van numeriese stelsels te kan selekteer, beplan en toepas;*
- *die vermoë om alledaagse, sowel as nie-alledaagse numeriese, stelselverwanteprobleme binne bekende, sowel as nuwe, realistiese kontekste te kan identifiseer, analiseer, oplos en evalueer;*

- *die vermoë om wiskundige terminologie, simbole en notering te kan gebruik, ten einde mondelinge en skriftelike inligting vanuit die veld van numeriese stelsels te kan verskaf en kommunikeer; en*
- *die vermoë om lesse aangaande numeriese stelsels te kan beplan en aanbied, met inbegrip van die gebruik van die voorgeskrewe en toepaslike beleidsdokumente van die Departement van Basiese Onderwys, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematical Literacy: Space, Shape and Measurement

Titel: Wiskundige Geletterdheid: Ruimte, Vorm en Meting

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

- specific subject knowledge and informed understanding of two and three dimensional shapes, ways of representing these shapes and relationships and properties of different two and three dimensional shapes;
- the ability to select, plan and apply formulae within the field of space, shape and measurement;
- the ability to identify, analyse, solve and evaluate routine as well as non-routine geometrical-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 shape, space and measurement; and
- the ability to plan and teach lessons regarding space, shape and measurement, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *spesifieke vakkennis en grondige begrip aangaande die kenmerke en eienskappe van twee- en drie-dimensionele vorms, maniere om hierdie vorms en verwantskappe en eienskappe van verskillende twee- en driedimensionele vorms voor te stel;*
- *die vermoë om prosedures, reëls, beginsels, metodes en formules binne die veld van ruimte, vorm en meting te kan selekteer, beplan en toepas;*
- *die vermoë om alledaagse, sowel as nie-alledaagse meetkundige en driehoeksmetingsprobleme binne bekende, sowel as nuwe, realistiese kontekste te kan identifiseer, analiseer, oplos en evalueer;*
- *die vermoë om wiskundige terminologie, simbole en notering te kan gebruik, ten einde mondelinge en skriftelike inligting vanuit die veld van ruimte, vorm en meting te kan verskaf en kommunikeer; en*
- *die vermoë om lesse aangaande ruimte, vorm en meting te kan beplan en aanbied, met inbegrip van die gebruik van die voorgeskrewe en toepaslike beleidsdokumente van die Departement van Basiese Onderwys, asook om gespesialiseerde vakkennis by toepaslike vakmetodologie te kan integreer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematical Literacy: Functional Relationships

Titel: Wiskundige Geletterdheid: Funksionele Verwantskappe

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

- detailed subject knowledge and informed understanding of functional relationships with their properties, with respect to different functions and representation of these functions;
- the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of functional relationships;
- the ability to use functional terminology, symbols and notation in order to produce and communicate information in both verbal and written form within the field of functional relationships;
- the ability to identify, analyse, solve and evaluate routine as well as non-routine functional-related problems in familiar as well as unfamiliar realistic contexts;
- competence in the use of technological and other mathematical tools with respect to functional relationships;
- accountability for evaluating the applicability and validity of functional representations, models and solutions to problems; and
- the ability to plan and execute lessons regarding functions, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde vakkennis en ingeligte begrip van funksionele verwantskappe met hul eienskappe, met betrekking tot verskillende funksies en voorstelling van hierdie funksies;*
- *die vermoë om prosedures, reëls, beginsels, metodes en formules in die veld van funksionele verwantskappe te selekteer, beplan en toepas;*
- *die vermoë om funksionele terminologie, simbole en notasie te gebruik om inligting in beide mondelinge en skriftelike vorm binne die veld van funksionele verwantskappe te produseer en te kommunikeer;*
- *die vermoë om roetine sowel as nie-roetine funksionele verwante probleme in bekende sowel as onbekende realistiese kontekste te identifiseer, analiseer, oplos en evalueer;*
- *bevoegdheid in die gebruik van tegnologiese en ander wiskundige instrumente ten opsigte van funksionele verwantskappe;*
- *aanspreeklikheid vir die evaluering van die toepaslikheid en geldigheid van funksionele voorstellings, modelle en oplossings vir probleme; en*
- *die vermoë om lesse oor funksies te beplan en uit te voer, gebruik te maak van die voorgeskrewe en toepaslike beleide en dokumente van die Departement van Basiese Onderwys en gespesialiseerde vakkennis met toepaslike vakmetodologie te integreer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mathematical Literacy: Financial World

Titel: Wiskundige Geletterdheid: Finansiële Wêreld

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

- detailed subject knowledge and critical understanding of financial matters, relationships among financial concepts and properties of financial matters; subject 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; and
- the ability to plan assessment making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde vakkennis en kritiese begrip van finansiële aangeleenthede, verhoudings tussen finansiële konsepte en eiendomme van finansiële aangeleenthede; vakkennis rakende die ontstaan en evolusie van finansiële konsepte;*

- *die vermoë om prosedures, reëls, beginsels, metodes en formules op die gebied van die finansiële wêreld te selekteer, beplan en toepas;*
- *die vermoë om roetine sowel as nie-roetine finansiële verwante probleme in bekende sowel as nuwe realistiese kontekste te identifiseer, analiseer, oplos en evalueer;*
- *die vermoë om finansiële terminologie, simbole en notasie te gebruik om inligting in beide mondelinge en skriftelike vorm binne die veld van die finansiële wêreld te produseer en te kommunikeer;*
- *aanspreeklikheid vir die evaluering van die toepaslikheid en geldigheid van finansiële aangeleenthede en oplossings vir probleme; en*
- *die vermoë om assessering te beplan deur van die voorgeskrewe en toepaslike beleide en dokumente van die Departement van Basiese Onderwys gebruik te maak en gespesialiseerde vakkennis met toepaslike vakmetodologie te integreer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Mathematical Literacy: Statistics and Probability

Titel: Wiskundige Geletterdheid: Statistiek en Waarskynlikheid

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

- integrated knowledge and a deep 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 to enable inferences based on the data;
- integrated knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve complex 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 theory-based teaching and assessment strategies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en grondige begrip aangaande die terminologie, beginsels en prosedures van Statistiek;*
- *die vermoë om die toepaslike statistiese metodes te kan selekteer, korrek te kan evalueer en toepas, ten einde data, soos van toepassing op werklike lewenskontekste, te kan insamel, analiseer en interpreteer;*
- *die vermoë om toepaslike statistiese metodes te kan analiseer, evalueer en krities daaroor te kan besin, ten einde gevolgtrekkings op grond van die data te kan maak;*
- *geïntegreerde kennis en begrip aangaande die terminologie, konsepte, beginsels en tegnieke binne die veld van waarskynlikheid, ten einde ingewikkelde, werklike lewensprobleme te kan oplos;*
- *verantwoordbaarheid aangaande die geldigheid van statistiese en waarskynlikheidsfigure/-diagramme, modelle en probleemoplossings; en*
- *die vermoë om lesse aangaande statistiek en waarskynlikheid te kan selekteer, beplan, implementeer en aanbied, met inbegrip van die gebruik van teorie-gebaseerde onderrig- en assesseringstrategieë.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematical Literacy: Euclidean Geometry

Titel: Wiskundige Geletterdheid: Euklidiese Meetkunde

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

- integrated subject knowledge and understanding of the terminology, principles and procedures of Euclidean geometry;
- the ability to select, evaluate, plan and apply procedures, rules, principles, methods and formulae within the field of the Euclidean geometry;
- the ability to distinguish, analyse, solve and critically evaluate routine as well as non-routine Euclidean geometry related problems in familiar as well as unfamiliar contexts;
- the ability to use Euclidean geometry terminology, symbols and notation in order to produce and communicate information in both verbal and written form within the field of the Euclidean geometry;
- accountability for evaluating the applicability and validity of Euclidean geometry and solutions to problems; and
- the ability to plan assessment making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised subject knowledge with appropriate subject methodology.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis en begrip van die terminologie, beginsels en prosedures van Euklidiese meetkunde;*
- *die vermoë om prosedures, reëls, beginsels, metodes en formules binne die veld van die Euklidiese meetkunde te kies, te evalueer, te beplan en toe te pas;*
- *die vermoë om roetine sowel as nie-roetine Euklidiese meetkundeverwante probleme in bekende sowel as onbekende kontekste te onderskei, analiseer, oplos en krities te evalueer;*
- *die vermoë om Euklidiese meetkunde terminologie, simbole en notasie te gebruik om inligting in beide die mondelinge en skriftelike vorm binne die veld van die Euklidiese meetkunde te produseer en te kommunikeer;*
- *aanspreeklikheid vir die evaluering van die toepaslikheid en geldigheid van Euklidiese meetkunde en oplossings vir probleme; en*
- *die vermoë om assessering te beplan deur van die voorgeskrewe en toepaslike beleide en dokumente van die Departement van Basiese Onderwys gebruik te maak en gespesialiseerde vakkennis met toepaslike vakmetodologie te integreer.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Mathematical Literacy: Trigonometry

Titel: Wiskundige Geletterdheid: Trigonometrie

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

- integrated subject knowledge and understanding of the terminology, principles and procedures of trigonometry;
- the ability to select, critically evaluate, plan a range of different but appropriate procedures, rules, principles, methods and formulae within the field of trigonometry;
- the ability to use trigonometry terminology, symbols and notation in order to produce and communicate information in both verbal and written form within the field of the trigonometry;
- the ability to distinguish, analyse, solve, evaluate and critically reflect on routine as well as non-routine trigonometry related problems in familiar as well as unfamiliar complex contexts and apply evidence-based solutions with theory-driven arguments;
- accountability for evaluating the applicability and validity or for decision making of trigonometry representations, models and solutions to problems; and
- the ability to plan and execute lessons regarding trigonometry making use of different teaching strategies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis en begrip van die terminologie, beginsels en prosedures van trigonometrie;*
- *die vermoë om krities te evalueer, 'n verskeidenheid verskillende, maar gepaste prosedures, reëls, beginsels, metodes en formules binne die gebied van trigonometrie te beplan;*

- *die vermoë om trigonometrie terminologie, simbole en notasie te gebruik om inligting in beide die mondelinge en skriftelike vorm binne die trigonometrie veld te produseer en te kommunikeer;*
- *die vermoë om op bekende sowel as onbekende komplekse kontekste te onderskei, te analiseer*
- *aanspreeklikheid vir die evaluering van die toepaslikheid en geldigheid of besluitneming van trigonometrie voorstellings, modelle en oplossings vir probleme; en*
- *die vermoë om lesse oor trigonometrie te beplan en uit te voer wat gebruik maak van verskillende onderrigstrategieë.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MLIT421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mathematical Literacy: Analytical Geometry

Titel: Wiskundige Geletterdheid: Analitiese Meetkunde

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

- integrated subject knowledge and understanding of the terminology, principles and procedures of analytical geometry;
- the ability to select, critically evaluate, plan and apply a range of different but appropriate procedures, rules, principles, methods and formulae within the field of analytical geometry;
- the ability to use analytical geometry symbols and notation in order to produce and communicate information in both verbal and written form within the field of the analytical geometry;
- the skill to identify, analyse, solve, evaluate and critically reflect on routine and non-routine analytical geometry related problems in familiar and unfamiliar contexts and apply evidence-based solutions with theory-driven arguments;
- accountability for evaluating the applicability and validity or for decision making of analytical geometry representations, models and solutions to problems; and
- the ability to plan and teach lessons regarding analytical geometry making use of theoretically based teaching and assessment strategies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis en begrip van die terminologie, beginsels en prosedures van analitiese meetkunde;*
- *die vermoë om 'n verskeidenheid verskillende, maar toepaslike prosedures, reëls, beginsels, metodes en formules binne die veld van analitiese meetkunde te kies, krities te evalueer, te beplan en toe te pas;*
- *die vermoë om analitiese meetkundige simbole en notasie te gebruik om inligting in beide die mondelinge en skriftelike vorm binne die veld van die analitiese meetkunde te produseer en te kommunikeer;*
- *die vaardigheid om in roetine en nie-roetine analitiese meetkundige verwante probleme in bekende en onbekende kontekste te identifiseer, analiseer, op te los, te evalueer en krities te reflekteer en bewysgebaseerde oplossings te kan toepas met teorie-gedrewe argumente;*
- *aanspreeklikheid vir die evaluering van die toepaslikheid en geldigheid of besluitneming van analitiese meetkundige voorstellings, modelle en oplossings vir probleme; en*
- *die vermoë om lesse oor analitiese meetkunde te beplan en te onderrig deur gebruik te maak van teoreties-gebaseerde onderrig- en assesseringstrategieë.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **MTLS212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Multi-Grade and Learning Support in the Foundation and Intermediate Phase

Titel: Multigraad- en Leerondersteuning in die Grondslag- en Intermediêrefase

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

- integrated knowledge and understanding of the theoretical framework and concept clarification of Multigrade teaching;
- the ability to select, evaluate and apply arange of skills in teaching a Multigrade class;
- integrated knowledge and understanding with regard to perceptual developmental skills;
- ability to select, evaluate and apply a range of skills in identifying, assessing and supporting perceptual difficulties and learning impairments (language and mathematical) in the Foundation and Intermediate Phase;
- integrated knowledge and understanding of learners not learning in their mother tongue within the South African context;
- ability to select, evaluate and apply a range of skills in accommodating and supporting learners not learning in their mother tongue; and
- reflection of all values, ethical conduct and justifiable decision making in the assessment and support of learners experiencing perceptual difficulties and not learning in their mother tongue within the South African context.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande multigraadonderrigkonsep en teoretiese raamwerk;*
- *die vermoë om ʼn reeks vaardighede vir onderrig in ʼn multigraadklas te kan selekteer, evalueer en toepas;*
- *geïntegreerde kennis en begrip aangaande perseptuele ontwikkelingsvaardighede;*
- *die vermoë om ʼn reeks vaardighede te kan selekteer, evalueer en toepas, ten einde perseptuele- en leerhindernisse (taal en wiskundig) in die Grondslag- en Intermediêrefases te kan identifiseer, assesseer en ondersteun;*
- *geïntegreerde kennis en begrip aangaande leerders wat nie binne die Suid-Afrikaanse konteks in hul moedertaal kan leer nie;*
- *die vermoë om ʼn reeks vaardighede te kan selekteer, evalueer en toepas, ten einde leerders wat nie in hul moedertaal kan leer nie, te kan tegemoetkom en ondersteun;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die assessering en ondersteuning van leerders wat perseptuele hindernisse ervaar en nie binne die Suid-Afrikaanse konteks in hul moedertaal kan leer nie; en*

akkurate en samehangende, skriftelike en mondelinge kommunikasie aangaande die assessering en ondersteuning van leerders wat perseptuele hindernisse ervaar en nie binne die Suid-Afrikaanse konteks in hul moedertaal kan leer nie.

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MUSI111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: An Introduction to Music as Part of the Subject Creative Arts in the Senior Phase

Titel: ʼn Inleiding tot Musiek as Deel van die Vak Skeppende Kunste in die Seniorfase

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

- knowledge and informed understanding of music elements;
- the ability to select, analyse and plan musical activities focused on singing, movement, listening, instrumental playing and improvisation in order to facilitate active musical engagement in the Senior phase;
- musical performance skills on melodic instruments (the piano), Orff instruments and African percussion instruments to facilitate musical learning and engagement;
- the ability to identify, evaluate and solve routine or new problems in familiar and unfamiliar music education contexts;
- the ability to ethically utilise technological resources to enhance musical learning; and
- the ability to manage learning through critical reflection on musical performance in order to identify and take responsibility for personal learning needs while also providing support for the learning needs of others.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande musiekbeginsels;*
- *die vermoë om musiekaktiwiteite wat op sang, beweging, luister, die speel van instrumente en improvisasie fokus, te kan selekteer, analiseer en beplan, ten einde aktiewe musikale betrokkenheid in die Seniorfase te kan fasiliteer;*
- *musiekuitvoeringsvaardighede op melodiese instrumente (die klavier), Orff-instrumente en Afrika-slaginstrumente, ten einde musikale leer en betrokkenheid te kan fasiliteer;*
- *die vermoë om alledaagse of nuwe probleme binne bekende en onbekende musiekonderrigkontekste te kan identifiseer, evalueer en oplos;*
- *die vermoë om tegnologiese bronne eties te kan aanwend, ten einde musikale leer te kan versterk; en*
- *die vermoë om met behulp van kritiese besinning oor musiekuitvoering, leer te kan bestuur, ten einde verantwoordelikheid vir persoonlike leerbehoeftes te kan aanvaar, met inbegrip van om ondersteuning vir ander se leerbehoeftes te kan bied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MUSI121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Practical Applications of Music as Part of the Subject Creative Arts in the Senior Phase

Titel: Praktiese Toepassings van Musiek as Deel van die Vak Skeppende Kunste in die Seniorfase

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

- the ability to facilitate music elements through movement, musical performance and improvisation;
- the ability to create, compose and perform rhythms and melodies by means of singing and the use of non-melodic and melodic instruments;
- musical performance skills on melodic instruments (Piano and guitar), Orff instruments and African percussion instruments to facilitate musical learning and engagement;
- the ability to identify, evaluate and solve routine or new problems in familiar and unfamiliar music education contexts;
- the ability to act as member and leader of a group and make valuable contributions towards the successful planning and execution of tasks; and
- the ability to manage learning through critical reflection on musical performance in order to identify and take responsibility for personal learning needs while providing support for the learning needs of others.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om musiekbeginsels met behulp van beweging, musiekuitvoering en improvisasie te kan fasiliteer;*
- *die vermoë om ritmes en melodieë deur middel van sang en die gebruik van nie-melodiese en melodiese instrumente te kan skep, komponeer en uitvoer;*
- *musiekuitvoeringsvaardighede op melodiese instrumente (klavier en kitaar), Orff-instrumente en Afrika-slaginstrumente, ten einde musikale leer en betrokkenheid te kan fasiliteer;*
- *die vermoë om alledaagse of nuwe probleme binne bekende en onbekende musiekonderrigkontekste te kan identifiseer, evalueer en oplos;*
- *die vermoë om as groepslid en -leier te kan optree en waardevolle bydraes tot suksesvolle taakbeplanning en -uitvoering te kan lewer; en*
- *die vermoë om met behulp van kritiese besinning oor musiekuitvoering, leer te kan bestuur, ten einde verantwoordelikheid vir persoonlike leerbehoeftes te kan aanvaar, met inbegrip van om ondersteuning vir ander se leerbehoeftes te kan bied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **MUSI211**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Educational Theories and Practical Application for Teaching in the Senior Phase

Titel: Opvoedkundige Teorieë en Praktiese Toepassings vir Onderrig in die Seniorfase

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

- the ability to evaluate and plan musical activities, that facilitate musical learning through active engagement, in the Senior phase;
- the ability to evaluate and plan music listening activities in the Senior phase;
- musical performance skills on melodic instruments, Orff instruments and African percussion instruments to facilitate musical learning and engagement;
- the ability to select, evaluate and effectively apply different music education theories and methods in the Senior phase;
- the ability to select, evaluate and effectively apply different models for arts integration in the Senior phase subject Creative Arts; and
- an understanding of the ethical implications of decisions, actions and practices specifically relevant to the music industry, music education and music research, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om musikale aktiwiteite, wat musikale leer met behulp van aktiewe betrokkenheid fasiliteer, in die Seniorfase te kan evalueer en te kan beplan;*
- *die vermoë om musiekluistervaardighede in die Seniorfase te kan evalueer en te kan beplan;*
- *musikale uitvoeringsvaardighede op melodiese instrumente, Orff-instrumente en Afrika-slaginstrumente, ten einde musikale leer en betrokkenheid te kan fasiliteer;*
- *die vermoë om verskillende musiekonderrigteorieë en -metodes te kan selekteer, evalueer en doeltreffend in die Seniorfase te kan toepas;*
- *die vermoë om verskillende modelle vir die integrering van die kunste by die vak, Skeppende Kunste, te kan selekteer, evalueer en doeltreffend in die Seniorfase te kan toepas; en*
- *begrip aangaande die etiese implikasies van besluite, optrede en praktyke binne 'n organisatoriese of professionele konteks, op grond van 'n bewustheid ten opsigte van die kompleksiteit van etiese dilemmas, soos spesifiek van toepassing op die musiekindustrie, musiekonderrig en -navorsing.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSSP111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Natural Sciences: Life and Living

Titel: Natuurwetenskappe: Die Lewe en Lewende Objekte

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

- knowledge and informed understanding of the structure and functions of the cell as basic unit of life, selected systems in the human body and structure and functioning of ecosystems;
- continuous development of knowledge regarding biodiversity, change and continuity;
- ability to implement methods and skills within the field of microscopy, physiology and anatomy in order to successfully participate in practical investigations individually or as part of a group;
- actions in accordance with acceptable ethical and professional behaviour, regarding the dissection of plant and animal material, adhering to general laboratory rules at all times;
- ability to communicate understanding of concepts and processes verbally or in writing in an accurate and coherent manner to improve scientific literacy; and
- responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die struktuur en funksies van die sel as basiese lewenseenheid, uitgesoekte stelsels in die menslike liggaam, asook die struktuur en funksionering van ekostelsels;*
- *deurlopende kennisontwikkeling aangaande biodiversiteit, verandering en kontinuïteit;*
- *vermoë om metodes en vaardighede binne die veld van Mikroskopie, Fisiologie en Anatomie te kan implementeer, ten einde individueel of as deel van ŉ groep suksesvol aan praktiese ondersoeke te kan deelneem;*
- *optrede volgens aanvaarbare etiese en professionele gedrag aangaande die ontleding van plant- en dierematerial, met inbegrip van gehoorsaming aan algemene laboratoriumreëls ten alle tye;*
- *vermoë om begrip aangaande konsepte en prosesse mondelings of skriftelik, akkuraat en samehangend, te kan kommunikeer, ten einde wetenskaplike geletterdheid te kan verbeter; en*
- *verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, asook die toepassing van toepaslike leerstrategieë en bestuur van hardekopie- en elektroniese hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSSP112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Natural Sciences: Matter and Materials

Titel: Natuurwetenskappe: Materie en Materiale

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

- understanding of the classification and structure of matter as well as selecting appropriate methods for the separation of mixtures;
- understanding of the origin and development of Atomic Theory;
- detailed knowledge and understanding of the structure of the atom and identifying appropriately a correct representation of the structure of the atom to obtain information regarding specific elements;
- ability to distinguish between and appropriately apply different types of chemical bonding to different elements;
- sound understanding of chemical nomenclature;
- ability to use techniques of information gathering to research renewable and non-renewable resources, conveying the information accurately and in a coherent written form with respect for intellectual property conventions, copyright and rules on plagiarism;
- ability to motivate the use of models to explain the behaviour of matter as well as disadvantages of using models incorrectly;
- suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles;
- understanding of the structure matter and chemical reactions of chemical compounds and applications in industry and everyday life and the ethical implications of applying this scientific knowledge;
- ability to act as a group member to contribute to the acquisition of knowledge regarding the structure and synthesis of polymers and their application in industry and everyday life and the ethical implications of applying this scientific knowledge, taking co-responsibility for the progress and outcome realisation of the group;
- awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems;
- ability to manipulate laboratory equipment and apparatus in the investigation of matter and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and
- ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the CAPS document taking into consideration the safety of the learners and the preservation of the environment.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *begrip aangaande die klassifikasie en struktuur van materie, sowel as die selektering van toepaslike metodes vir die skeiding van mengsels;*
- *begrip aangaande die ontstaan en ontwikkeling van die Atomiese Teorie;*
- *grondige kennis en begrip aangaande en toepaslike identifisering van ŉ korrekte weergawe van die atoomstruktuur, ten einde inligting ten opsigte van spesifieke elemente te kan bekom;*
- *vermoë om te kan onderskei tussen en verskillende tipes chemiese bindmiddels op toepaslike wyse op verskillende elemente te kan toepas;*
- *grondige begrip aangaande chemiese vaktaal;*
- *gebruik van inligtinginsamelingstegnieke, ten einde hernubare en nie-hernubare bronne te kan navors, met inbegrip van die akkurate, samehangende, skriftelike kommunikasie van inligting, asook respek vir intellektuele eiendomskonvensies, kopiereg en reëls aangaande plagiaat;*
- *vermoë om motivering aangaande die gebruik van modelle, ten einde die funksionering van materie, sowel as die nadele van foutiewe modelgebruik te kan verduidelik;*
- *vermoë om die aan die hand doen van alledaagse, koste-effektiewe artikels wat gebruik kan word om chemiese modelle te kan bou, ten einde leer en begrip van chemiese beginsels te kan fasiliteer;*
- *begrip aangaande die materiestruktuur en chemiese reaksies van chemiese verbindings in die industrie en alledaagse lewe, asook die etiese implikasies aangaande die toepassing van sodanige wetenskaplike kennis;*
- *optrede as groepslid, ten einde tot die verwerwing van kennis aangaande die struktuur en sintese van polimere en die toepassing daarvan op die industrie en alledaagse lewe te kan bydra, asook om die etiese implikasies ten opsigte van die toepassing van sodanige wetenskaplike kennis te kan begryp, en om medeverantwoordelikheid vir die groep se vordering en verwesenliking van uitkomste te kan aanvaar;*
- *bewustheid aangaande die probleme wat leerders aangaande makroskopiese, mikroskopiese en simboliese weergawes van materie ervaar, asook die doeltreffende ontwerp van assesseringstake vir basiese assessering met betrekking tot sodanige probleme;*
- *vermoë om laboratoriumtoerusting en -apparaat tydens die ondersoek en waarneming van materie te kan hanteer, asook om data te kan opteken en interpreteer, en om sy/haar bevindings korrek te kan kommunikeer in ŉ wetenskaplike verslag; en*
- *vermoë om ŉ praktiese lesaanbieding binne die onderrigkonteks in die VOO-fase volgens die voorgeskrewe riglyne in die KABV-dokument te kan beplan, met inagneming van leerders se veiligheid omgewingsbewaring.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSSP121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Natural Sciences: Introductory Mechanics in Natural Science

Titel: Natuurwetenskappe: Inleiding tot Meganika in Natuur- en Skeikunde

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

- detailed knowledge and understanding regarding the following concepts in Physics and the interrelation between these concepts:
  - energy – including types, transfer, real-life use and application, and
  - forces – types and application by using the three laws of Newton;
- ability to distinguish and solve problems related to energy in the environment in unfamiliar contexts and to apply the solutions to support sustainability in the environment;
- understand the ethical implications of decisions, actions and practices relevant to the use of the CAPS document in Natural Science in the Senior phase;
- ability to select, evaluate and effectively apply an investigation of scientific problems by using the Scientific method, including the following of instructions, handling of apparatus, making of observations, recording and reporting of information in the Senior phase; and
- the ability to monitor own learning progress by designing a simple learning programme using three task types namely capability task, resource task and case studies relating to a chosen situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande onderstaande konsepte van Fisika, asook die interverwantskap tussen sodanige konsepte:*
  - *energie – met inbegrip van tipes, geleiding, werklike lewensgebruik en toepassing, en*

- *kragte – tipes en toepassing met behulp van Newton se drie wette;*

- *vermoë om te kan onderskei tussen en om probleme aangaande energie binne onbekende kontekste te kan oplos, asook om oplossings te kan toepas, ten einde volhoubaarheid in die omgewing te kan ondersteun;*
- *begrip aangaande die etiese implikasies van besluite, optrede en praktyke ten opsigte van die gebruik van die KABV-dokument in Natuur- en Skeikunde in die Seniorfase;*
- *vermoë om die ondersoek van wetenskaplike probleme te kan selekteer, evalueer en met behulp van die wetenskaplike metode doeltreffend te kan toepas, met inbegrip van die nakoming van instruksies, die hantering van apparaat, waarnemings, optekening en verslagdoening van inligting in die Seniorfase; en*
- *vermoë om eie leervordering te kan monitor met behulp van ´n eenvoudige leerprogramontwerp waarby drie taaktipes ingesluit is, naamlik: bevoegdheids- en hulpbrontake, asook toepaslike gevallestudies binne ´n gekose konteks.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSSP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Natural Sciences: Introduction to Physical Geography

Titel: Natuurwetenskappe: Inleiding tot Fisiese Geografie

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

- detailed knowledge and understanding of the place of Geography in Natural Science within the context of the Curriculum and Assessment Policy Statement;
- the skill of explaining and analysing themes relevant to Planetary Geography, Climatology, Geomorphology and Cartography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information; and
- values of an ethical-professional nature with regard to the interpretation of geographical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.

Practical:

- detailed knowledge, understanding and insight of basic map work skills, as well as the application ability thereof in practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die plek van Geografie in Natuurwetenskappe, binne die konteks van die Kurrikulum en Assesseringsbeleidsverklaring;*
- *die vaardigheid om temas, soos van toepassing op Planetêre Geografie, Klimatologie, Geomorfologie en Kartografie, te kan verduidelik en analiseer, asook om individuele of groepsaktiwiteite te kan beplan, met inbegrip van samehangende begrip aangaande konsepte, idees, teorieë, beginsels en reëls, ten einde die inligting te kan kommunikeer; en*
- *waardes van ´n eties-professionele aard ten opsigte van die interpretering van geografiese feite as altyd juis binne die konteks van die Manifes vir Waardes, Onderwys en Demokrasie, sowel as om verworwe kennis te kan toepas ten bate van ´n eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie.*

Prakties:

- *grondige kennis en begrip, asook insig in basiese karteringsvaardighede, sowel as die praktiese toepassing daarvan.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Natural Sciences and Technology (Intermediate Phase): Processes and Methods

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Prosesse en Metodes

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

- informed understanding regarding the concepts Science, Technology, Technology Education, Scientific Methods, Design Process and the interrelationship between these concepts;
- an informed understanding of the National Policy documents (CAPS) and the terminology used in the document in Natural Science and Technology in the Intermediate phase
- informed understanding and the ability to solve problems and evaluate the solutions, regarding the Design process;
- informed understanding of the methodologies used when teaching Technology and the ability to combine different task types in a learning programme;
- informed understanding regarding investigating scientific problems using scientific methods and applying this understanding to explain the suitability of a specific method for investigating a certain problem; and
- informed understanding regarding teaching science through investigation in the Intermediate phase by applying this understanding in planning an investigation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip aangaande die konsepte van Wetenskap, Tegnologie, Tegnologie-onderwys, Wetenskaplike Metodes, Ontwerpproses, asook die interverwantskap tussen sodanige konsepte;*
- *grondige begrip aangaande die Nasionale Beleidsdokumente (KABV), asook die terminologie wat ten opsigte van Natuurwetenskappe en Tegnologie in die Intermediêrefase in die dokument gebruik word;*
- *grondige begrip aangaande, asook die vermoë om probleme ten opsigte van die Ontwerpproses te kan oplos en oplossings te kan evalueer;*
- *grondige begrip aangaande die metodologieë wat tydens Tegnologie-onderrig gebruik word, asook die vermoë om verskillende taaktipes in ´n leerprogram te kan kombineer;*
- *grondige begrip aangaande die ondersoek van wetenskaplike probleme met behulp van wetenskaplike metodes, asook om sodanige begrip te kan toepas, ten einde die toepaslikheid van ´n spesifieke ondersoekmetode vir ´n sekere probleem te kan verduidelik; en*
- *grondige begrip aangaande ondersoekende Wetenskapsonderrig in die Intermediêrefase, asook om sodanige begrip tydens die beplanning van ´n ondersoek te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Natural Sciences and Technology (Intermediate Phase): Matter, Materials and Structures

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Materie, Materiale en Strukture

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

- detailed knowledge regarding the concepts Matter, Materials and Structures as relevant in the Intermediate phase;
- awareness of how alternative conceptions, formed in the Intermediate phase, can inhibit learning in Matter, Materials and Structures in later phases and take precautions to address them;
- understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate phase regarding Matter, Materials and Structures by planning relevant worksheets guiding school learners to do investigations like fair tests/ comparisons/ observations;
- ability to access and process information to support arguments regarding the value of studying Indigenous Knowledge systems; and
- ability to apply five steps of the design process to solve a given problem by designing and constructing a model of a structure that can solve the given problem, evaluating the model's fitness for purpose and communicating the process.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip aangaande die konsepte van Materie, Materiale en Strukture, soos van toepassing op die Intermediêrefase;*

- *bewustheid van die wyse waarop alternatiewe beskouings, soos gevorm in die Intermediêrefase, leer ten opsigte van Materie, Materiale en Strukture in latere fases kan inhibeer, en om maatreëls te kan tref, ten einde dit te kan aanspreek;*
- *begrip aangaande die vereistes van die Nasionale Beleidsdokumente (KABV) ten opsigte van Natuurwetenskappe en Tegnologie in die Intermediêrefase, spesifiek aangaande Materie, Materiale en Strukture, met inbegrip van die beplanning van toepaslike werkstate, ten einde aan skoolleerders leiding te kan gee met betrekking tot die onderneem van ondersoeke, soos billike toetse/vergelykings/waarnemings;*
- *vermoë om toegang te kan verkry tot en inligting te kan verwerk, ten einde beredenering aangaande die waarde daarvan om Inheemse Kennisstelsels te bestudeer, te kan ondersteun; en*
- *vermoë om vyf stappe van die ontwerpproses te kan toepas, ten einde 'n gegewe probleem te kan oplos met behulp van die ontwerp en konstruering van 'n model of struktuur wat sodanige probleem kan oplos, met inbegrip van die evaluering van die model se bruikbaarheid en die kommunikering van die proses.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Natural Sciences and Technology (Intermediate Phase): Energy, Change, Systems and Control

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Energie, Verandering, Stelsels en Beheer

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

- detailed knowledge regarding the concepts Energy, Change Systems and Control and how Systems use and transform energy and change movement;
- an awareness of how alternative conceptions formed in the Intermediate phase can inhibit learning in Energy and Change in later phases and take precautions to address them;
- an understanding of and an ability to apply scientific methods in doing fair tests to investigate the relationships between variables;
- an understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate phase regarding Energy, Change and Systems;
- the ability to access, process and use information in researching and communicating issues regarding the ethics of man's use of energy; and
- apply selected steps of the Design process to apply knowledge and skills to design solutions to solve/ satisfy TWO problems/needs relating to Energy, Change and Electrical/ Mechanical Systems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die konsepte van Energie, Verandering, Stelsels en Beheer, asook die wyse waarop Stelsels Energie en bewegingsverandering gebruik en transformeer;*
- *bewustheid van die wyse waarop alternatiewe beskouings, soos gevorm in die Intermediêrefase, leer ten opsigte van Energie en Verandering in latere fases kan inhibeer, en om maatreëls te kan tref, ten einde dit te kan aanspreek;*
- *begrip aangaande en die vermoë om wetenskaplike metodes te kan toepas, ten einde billike toetse te kan uitvoer om die verwantskappe tussen veranderlikes te kan ondersoek;*
- *begrip aangaande die vereistes van die Nasionale Beleidsdokumente (KABV) ten opsigte van Natuurwetenskappe en Tegnologie in die Intermediêrefase, spesifiek aangaande Energie, Verandering en Stelsels;*
- *die vermoë om toegang te kan verkry tot en inligting aangaande die navorsing en kommunikering van kwessies ten opsigte van die etiek van die mens se aanwending van energie te kan verwerk en gebruik; en*
- *die toepassing van uitgesoekte stappe van die Ontwerpproses, ten einde kennis en vaardighede te kan toepas om oplossings ter bevrediging van TWEE probleme/behoeftes aangaande Energie, Verandering en Elektriese/Meganiese Stelsels te kan ontwerp.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Natural Sciences and Technology (Intermediate Phase): Life, Living, Structures and Systems

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Die Lewe, Lewende Objekte, Strukture en Stelsels

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

- integrated knowledge regarding the concepts Life, Living, Structures and Systems;
- an awareness of how alternative conceptions formed in the Intermediate phase can inhibit learning in Life, Living, Structures and Systems in later phases and take precautions to address them;
- understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate phase regarding the Life, Living, Structures and Systems; and
- use selected steps of the Design process to apply knowledge and skills to solve at least ONE problem relating to Life, Living, Structures and Systems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande die konsepte van die Lewe, Lewende Objekte, Strukture en Stelsels;*
- *bewustheid van die wyse waarop alternatiewe beskouings, soos gevorm in die Intermediêrefase, leer ten opsigte van die Lewe, Lewende Objekte, Strukture en Stelsels in latere fases kan inhibeer, en om maatreëls te kan tref, ten einde dit te kan aanspreek;*
- *begrip aangaande die vereistes van die Nasionale Beleidsdokumente (KABV) ten opsigte van Natuurwetenskappe en Tegnologie in die Intermediêrefase, spesifiek aangaande die Lewe, Lewende Objekte, Strukture en Stelsels; en*
- *die gebruik van uitgesoekte stappe in die Ontwerpproses, ten einde kennis en vaardighede te kan toepas om minstens EEN probleem aangaande die Lewe, Lewende Objekte, Strukture en Stelsels te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Natural Sciences and Technology (Intermediate Phase): Earth and Beyond

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Die Aarde en Ruimte

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

- display integrated knowledge regarding the concepts Earth, Atmosphere and Outer Space;
- demonstrate understanding of and an ability to apply how alternative conceptions formed in the Intermediate phase can inhibit learning in Earth and Space in later phases and take precautions to address them;
- do observations regarding topics related to Earth, Atmosphere and Outer Space and report the results in a scientific report;
- demonstrate understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate phase regarding the Earth Sciences;
- demonstrate the ability to access, process and use information in researching and communicating issues regarding the ethics of man's use of soil and water; and
- use the Design process to solve a technological problem related to Earth, Beyond, Structures and Systems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande die konsepte van die Aarde, Atmosfeer en Buitenste Ruimte te kan demonstreer;*
- *begrip aangaande die wyse waarop alternatiewe beskouings, soos gevorm in die Intermediêrefase, leer ten opsigte van die Aarde en Ruimte in latere fases kan inhibeer, te kan demonstreer en om maatreëls te kan tref, ten einde dit te kan aanspreek;*

- *waarnemings aangaande temas ten opsigte van die Aarde, Atmosfeer en Buitenste Ruimte te kan doen en om die resultate in 'n wetenskaplike verslag te kan rapporteer;*
- *begrip aangaande die vereistes van die Nasionale Beleidsdokumente (KABV) ten opsigte van Natuurwetenskappe en Tegnologie in die Intermediêrefase, spesifiek aangaande Aardwetenskappe te kan demonstreer;*
- *toegang te kan verkry tot en inligting aangaande die navorsing en kommunikering van kwessies ten opsigte van die etiek van die mens se aanwending van grond en water te kan verwerk en gebruik; en*
- *die Ontwerpproses te kan gebruik, ten einde 'n tegnologiese probleem aangaande die Aarde en die Ruimte, Strukture en Stelsels te kan oplos.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Natural Sciences and Technology (Intermediate Phase): Inquiry Based Learning

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Ondersoek-Gebaseerde Leer

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

- thorough knowledge about Inquiry Based Learning (IBL);
- make use of the potential of Web 2 applications in sharing information/ ideas; and
- applied knowledge regarding the scientific process and Inquiry Learning Methods to compile "lessons in a box" ready to be used in the classroom and applying and integrating the knowledge gained in the following content areas:
  - Matter, Materials and Structures,
  - Energy, Change and Electrical/Mechanical Systems,
  - Life and Living, Structures and Systems, and
  - Earth and Beyond, Structures and Systems.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *deeglike kennis aangaande Ondersoek-gebaseerde Leer (OGL);*
- *gebruikmaking van die potensiaal van Web 2-toepassings, ten einde inligting/idees te kan deel; en*
- *toegepaste kennis aangaande die wetenskaplike proses en Ondersoek-gebaseerde Leermetodes, ten einde "lesse in 'n boks" vir geredelike gebruik in die klaskamer te kan saamstel, met inbegrip van die toepassing op en integrering van verworwe kennis aangaande die volgende inhoudsdomeine:*
  - *Materie, Materiale en Strukture,*
  - *Energie, Verandering en Elektriese/Meganiese Stelsels,*
  - *Lewe, Lewende Objekte, Strukture en Stelsels, en*
  - *Aarde en Ruimte, Strukture en Stelsels.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **NSTL421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Natural Sciences and Technology (Intermediate Phase): Problem and Project Based Learning

Titel: Natuurwetenskappe en Tegnologie (Intermediêrefase): Probleem- en Projekgebaseerde Leer

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

- thorough knowledge about Problem Based- (PBL) and Project Based (PBL) Learning;
- the ability to use the Design process to apply knowledge in solving one problem/satisfying one need by integrating the knowledge gained in the following content areas:
  - Matter and Materials,
  - Energy and Change,
  - Life and Living,
  - Earth and Beyond,
  - Structures, and
  - Electrical and Mechanical Systems;
- the ability to design a rubric to assess a Project; and
- make use of the potential of applications in sharing information/ideas/possible designs/results/products.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *deeglike kennis aangaande Probleemgebaseerde- (PGL) en Projekgebaseerde (PGL) Leer;*
- *die vermoë om die Ontwerpproses te kan gebruik, ten einde een probleem te kan oplos/een behoefte te kan bevredig, met behulp van die integrering van verworwe kennis by die volgende inhoudsdomeine:*
  - *Materie en Materiale,*
  - *Energie en Verandering,*
  - *Die Lewe en Lewende Objekte,*
  - *Die Aarde en Ruimte;*
  - *Strukture, en*
  - *Elektriese en Meganiese Stelsels;*
- *die vermoë om 'n stel instruksies of reëls te kan ontwerp, ten einde toegang tot 'n projek te kan verkry; en*
- *gebruikmaking van die potensiaal van Web 2-toepassings, ten einde inligting/idees/moontlike ontwerpe/resultate/produkte te kan deel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sepedi First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: Sepedi Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to SAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of SAL learners L1 and language varieties and build on these skills as a foundation for learning Sepedi;

- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Sepedi;
- apply their knowledge of the role of individual learner variables in the process of learning Sepedi; and
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op SAT-leerders op 'n akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-ontwikkeling verskil van T2-ontwikkeling;*
- *die belangrikheid van SAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik om die T2 te bou;*
- *in 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van Sepedi beïnvloed;*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van SAT; en*
- *beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEAF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: Sepedi Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*
  - *Leesvloeiendheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer;*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sepedi First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: Sepedi Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding to enhance communication between home and school in order to facilitate SAL teaching and build an ethically responsible understanding, as well as an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate SAL teaching and build ethically responsible partnerships with SAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;

- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer;*
- *ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om SAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer;*
- *die vermoë om kommunikasie tussen huis en skool te bevorder om SAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die SAT-gesinne;*
- *'n ingeligte begrip van en aanwending van konsepte oor die interverhouding tussen taal en kultuur;*
- *die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende kulture oor die wêreld en spesifieke kultuur van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes;*
- *die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders;*
- *die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur; en*
- *'n goeie begrip van die verskillende tipes kinderliteratuur, met die fokus op prenteboeke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: Sepedi Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help SAL learners develop oral, reading and writing skills in Sepedi;
- detailed knowledge of rhetorical and discourse structures so as to apply it to SAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om SAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in Sepedi;*
- *diepgaande kennis van retoriese en diskoersstrukture om in SAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sepedi First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Sepedi Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse SAL learners;
- an understanding of a range of methods, activities and tasks and an assessment of their suitability for SAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials (related to listening, speaking, reading and writing skills) according to the appropriate age groups;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance SAL teaching and learning; and
- integrated knowledge and understanding of children's literature in the genres fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse SAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir SAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal (wat verband hou met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe;*
- *die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van SAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer;*
- *integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sepedi First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature

Titel: Sepedi Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of SAL assessment;
- an ability to integrate multiple sources of knowledge related to SAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate assessment data in order to inform the teaching decision-making process in an ethically responsible manner;
- an ability to present and communicate SAL assessment results ethically and in an academic manner to a range of audiences offering creative insights and interpretations of the language components;
- the ability to theoretically and critically engage with children's literature through linking the various types of children's literature to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van SAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende SAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*

- *die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om SAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering;*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PECL121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Language of Conversational Competence: Sepedi

Titel: Sepedi: Basiese Gesprekskommunikasie

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

- functional employment knowledge of the grammatical structures of Sepedi;
- a functional vocabulary for basic inter-personal communication;
- elementary individual listening and writing skills in Sepedi; and
- knowledge of Sepedi culture.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *funksionele gebruikskennis van grammatikale strukture van Sepedi;*
- *'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;*
- *elementêre individuele luister- en skryfvaardighede in Sepedi; en*
- *kennis van Sepedi kultuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sepedi Home Language FP: Foundational Knowledge and Multicultural Children's Literature

Titel: Sepedi Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating independent research in an academically acceptable manner.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*
  - *Leesvlotheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*

- *Diskoers (aaneengeskakelde teksvlak) prosessering;*

- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *die vermoë om 'n oorsig te gee van die geskiedenis van kinderliteratuur en om te onderskei tussen verskillende soorte kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: Sepedi Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of Sepedi phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Sepedi) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- knowledge and an informed understanding or relevant theories and empirical research underlying learners` responses to children`s literature and the value of children`s literature;
- knowledge of and engagement in research related to the fundamentals of language assessment; and
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van Sepedi foneme) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van Sepedi) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.), en klankbewustheid;*
- *vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *kennis en ingeligte begrip of relevante teorieë en empiriese navorsing onderliggend aan leerders se reaksies op kinders se literatuur en die waarde van kinderliteratuur;*
- *kennis van en betrokkenheid by navorsing wat verband hou met die grondslae van taalassessering; en*
- *vermoë om verskeie kennisbronne in verband met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te ondersoek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sepedi Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: Sepedi Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- knowledge and an understanding of morphology (the words of Sepedi) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Sepedi spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin).
- ability to use the organising principles of the Sepedi spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- ability to select, differentiate between, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- ability to work together in a community co-operatively and systematically to identify authentic communication needs; and
- ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van morfologie (die woorde van Sepedi) soos dit verband hou met die onderrig van klanke en spelling, die verskillende strukture van taal wat die Sepedi-spellingsisteem onderliggend is (bv. Foneme-grafeem, lettergreeppatrone, morfeemeenhede in drukskrif, en woord oorsprong).*
- *vermoë om die organiserende beginsels van die Sepedi-spellingsisteem by die klank-, lettergreep- en morfeme-vlakke te gebruik ten einde leerder vordering en of probleme op hierdie vlakke te identifiseer;*
- *vermoë om eksplisiete teenoor nie-eksplisiete, sistematiese vs nie-sistematiese en sekwensiële vs nie-opeenvolgende klanke-instruksies te kies, te onderskei, te evalueer en toe te pas deur gebruik te maak van ontwikkelingsgeskikte bronne in 'n klas met diverse leerders;*
- *vermoë om beginsels toe te pas vir die kies en evaluering van toepaslike literatuur vir kinders in 'n multikulturele samelewing;*
- *vermoë om saam te werk in 'n gemeenskap koöperatief en stelselmatig outentieke kommunikasie behoeftes te identifiseer; en*
- *vermoë om outentieke gemeenskapsbehoeftes aan te spreek en betrokke te raak by sistematiese refleksie om akademiese doelwitte te bereik, hul persoonlike en professionele vorming te verbeter en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi Home Language FP: Semantics, Vocabulary and Picture Books

Titel: Sepedi Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- ability to analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and

- understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (taalkundige betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woord betekenis sowel as frase en sin betekenis soos dit verband hou met woordeskatonderrig en leer;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig te kies, te evalueer en toe te pas op grond van 'n analise van leerderbehoeftes;*
- *vermoë om gevorderde tegnieke vir woordeskatonderrig te analiseer, te selekteer en toe te pas voor, tydens en na lees, gebaseer op 'n analise en evaluering van bewysgebaseerde praktyk wat verband hou met woordeskatonderrig en -leer;*
- *vermoë om die rol van woordeskatontwikkeling en woordeskatkennis te ontleed en te reflekteer deur die inligting samehangend te kommunikeer deur gebruik te maak van toepaslike akademiese konvensies;*
- *vermoë om in 'n groep te werk om inligting akkuraat, samehangend en op eties-verantwoordelike wyse tov kunstenaars en hul illustrasies van kinderliteratuur te versamel, evalueer en te kommunikeer; en*
- *begrip van die verskillende soorte kinderliteratuur, spesifiek gefokus op prentboeke, en die vermoë om prentboeke in hul onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sepedi Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: Sepedi Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on Sepedi syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- the ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry and biographies; and
- engaging in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor Sepedi sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poësie en biografieë; en*
- *stelselmatig na te dink tydens die diensleerprojek ten einde akademiese doelwitte te bereik, hul persoonlike en professionele vorming te verbeter en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sepedi Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: Sepedi Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and
- ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatika soos dit verband hou met begripsonderrig en leer;*
- *vermoë om kennis oor teks-, lees-, taak- en konteksveranderlikes te evalueer wat 'n impak op begripuitkomste het;*
- *vermoë om eties-verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na lees en wat reflektiewe leeswerk deur alle leerders bevorder;*
- *begrip van die konseptuele modelle wat verband hou met die leespsigologie;*
- *geïntegreerde kennis van die belangrikste teksgenres ten einde verantwoordelike onderwyspraktyk te verseker;*
- *vermoë om op eties verantwoordelike maniere assesseringstrategieë te kies en te bestuur wat leerders die geleentheid bied om begrip te demonstreer;*
- *vermoë om te vergelyk en te onderskei tussen tradisionele literatuur en inligtingstekste ten einde goed gevormde argumente te kommunikeer; en*
- *vermoë om tradisionele literatuur sowel as inligtingstekste in hul onderrig te integreer en toe te pas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sepedi Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Sepedi Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);

- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - mechanics and conventions of writing,
  - composition,
  - revision,
  - editing processes;
- ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participate in positive social change through the process of producing a capstone project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die hoofkomponente en prosesse van skriftelike uitdrukking en hoe dit interaksie het (bv. Basiese skryf- / transkripsievaardighede versus teksgenerasie);*
- *vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur bewysgebaseerde praktyk toe te pas:*
  - *meganika en konvensies van skryf,*
  - *samestelling,*
  - *hersiening,*
  - *redigeerprosesse;*
- *vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van briefbenaming en lettervorming, beide manuskrip en kursief om onderrig by leerderbehoeftes aan te pas;*
- *vermoë om tegnieke vir die skryf van handskrifsvlotheid te selekteer en toe te pas;*
- *geïntegreerde kennis en begrip van kinderliteratuur, spesifiek fantasie, wetenskapfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur die proses van die vervaardiging van 'n "capstone" projek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Sepedi Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature

Titel: Sepedi Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verband hou met die grondslae van taalassessering;*
- *vermoë om verskeie kennisbronne in verband met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te ondervra;*
- *vermoë om assesseringsdata te versamel, te sintetiseer en te evalueer ten einde die onderrigbesluitnemingsproses eties en verantwoordelik in te lig;*
- *vermoë om assesseringsresultate eties en op akademies akkurate wyse aan te bied aan 'n verskeidenheid gehore wat kreatiewe insigte bied en streng interpretasies van die taalkomponente wat geassesseer word;*
- *vermoë om teoreties met kinderliteratuur te betrek deur die verskillende tipes te koppel aan 'n kritiese benadering; en*
- *vermoë om eties te reflekteer oor omstrede kwessies in kinderliteratuur en hoe om hierdie kwessies in die onderwyspraktyk te hanteer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sepedi Home Language: Introductory Linguistics, Instructional Perspectives and Types of Literatures

Titel: Sepedi Huistaal: Inleidende Linguistiek, Onderrigperspektiewe en Letterkundetipes

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

- ability of differentiate between the three levels of Languages (Home Language, First and Second Additional Language);
- foundational knowledge and an informed understanding of linguistics and describe the socio-cultural foundations of learning a Home Language, its development;
- foundational knowledge and an informed understanding of different literatures that are relevant to Intermediate phase learners and describe the cultural, indigenous knowledge systems and diversity aspects that are reflected in them; and
- understanding of various instructional methods in linguistics and literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om tussen die drie taalvlakke (Huistaal, Eerste en Tweede Addisionele Taal) te kan onderskei;*
- *fundamentele kennis en deeglike begrip aangaande linguistiek, en om die sosiokulturele grondbeginsels van leer in 'n Huistaal, asook die ontwikkeling daarvan, te kan beskryf;*
- *fundamentele kennis en deeglike begrip aangaande verskillende letterkundetipes, soos van toepassing op Intermediêrefase-leerders, en om die kulturele, inheemse kennisstelsels en diversiteitsaspekte wat daardeur weerspieël word, te kan beskryf; en*
- *begrip aangaande verskeie onderrigmetodes ten opsigte van linguistiek en letterkunde.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi Home Language: Phonetics, Phonology, Instructional Methods and Speaking Skills

Titel: Sepedi Huistaal: Fonetiek, Fonologie, Onderrigmetodes en Spraakvaardighede

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

- knowledge and an informed understanding of phonetics (the sounds of Sepedi phonemes) in terms of how speech sounds are produced and characterised;
- detailed knowledge and an informed understanding of phonology (the sound patterns of Sepedi) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.);
- detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject; and
- understanding of various aspects that detail auditory abilities of an Intermediate phase learner and the ability to engage learners in improving their auditory and speaking skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande fonetiek (die klanke van Sepedi-foneme) ten opsigte van die wyse waarop spraakklanke voortgebring en gekarakteriseer word;*
- *grondige kennis en begrip aangaande fonologie (die Sepedi-klankpatrone), soos dit met klankvormingstelsels en -patrone in menslike taal verband hou (bv. die volgorde waarin spraakklanke gekombineer word, die aksent en klempatrone wat tipies op woorde en frases toegepas word, ens.);*
- *grondige kennis en begrip aangaande onderrigmetodes en -strategieë ten opsigte van die onderrig van ŉ Huistaal as vak; en*
- *begrip aangaande verskeie aspekte wat die luistervaardighede van ŉ Intermediêrefase-leerder omskryf, asook die vermoë om leerders by die verbetering van hulle luister- en spraakvaardighede betrokke te kan kry.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sepedi Home Language: History of Literatures, Morphology, the Study of Children`s Literature, Reading and Visual Skills

Titel: Sepedi Huistaal: Geskiedenis van Letterkunde, die Studie van Literatuur, Lees- en Visuele Vaardighede

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

- knowledge and an understanding of the history of literatures (different genres);
- ability to analytically interpret children`s literature;
- knowledge and an informed understanding of relevant theories and research on children`s literature and folktales and their value;
- detailed knowledge of paradigmatic Morphology of the Sepedi noun, pronouns and adjectives;
- ability to describe instructional activities that are relevant to the teaching of nouns and pronouns;
- knowledge and ability to apply instructional activities in a literature classroom;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs; and
- detailed knowledge of visual skills and how to assess it.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip aangaande die geskiedenis van letterkunde (verskillende genres);*
- *die vermoë om kinderliteratuur analities te kan interpreteer;*
- *kennis en grondige begrip aangaande toepaslike teorieë en navorsing ten opsigte van kinderliteratuur en volksverhale en die waarde daarvan;*
- *grondige kennis aangaande paradigmatiese Morfologie ten opsigte van Sepedi-selfstandige naamwoorde, -voornaamwoorde en -byvoeglike naamwoorde;*
- *die vermoë om toepaslike onderrigaktiwiteite vir die onderrig van selfstandige naamwoorde en voornaamwoorde te kan beskryf;*
- *die kennis en vermoë om onderrigaktiwiteite in ŉ letterkundeklaskamer te kan toepas;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge leeswerk, stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *die vermoë om inligting aangaande die rol van vlotheid in leesontwikkeling te kan insamel en analiseer, asook om sy/haar idees met behulp van goedgeformuleerde en samehangend-gestelde beredenering te kan aanbied;*
- *begrip aangaande en die vermoë om ŉ reeks metodes, aktiwiteite en tegnieke te kan toepas, ten einde vlotheid te kan versterk en leerders se diverse behoeftes te kan aanspreek; en*
- *grondige kennis van visuele vaardighede, asook die assessering daarvan.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi Home Language: Morphology, Children`s Literature, Instructional Methods, Reading and Assessment

Titel: Sepedi Huistaal: Morfologie, Kinderliteratuur, Onderrigmetodes, Leeswerk en Assessering

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

- detailed knowledge and an understanding of paradigmatic morphology as it relates to the structure of the Sepedi verb, particles, and conjunctions;
- ability to spell the above words correctly;
- ability to describe instructional activities that are relevant to the teaching of verbs, particles and conjunctions;
- ability to apply principles for selecting and evaluating appropriate literature for children and Sepedi Folktales that reveals diversity aspects, cultural and indigenous knowledge;
- understanding and ability to interrogate and bring up a solution to problems experienced by Intermediate phase learners in reading; and
- detailed knowledge of the principles of assessment in a Language classroom.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande paradigmatiese Morfologie, soos dit met die struktuur van Sepedi-werkwoorde, -deelwoorde en -voegwoorde verband hou;*
- *die vermoë om bogenoemde woorde korrek te kan spel;*
- *die vermoë om toepaslike onderrigaktiwiteite vir die onderrig van werkwoorde, deelwoorde en voegwoorde te kan beskryf;*
- *die vermoë om beginsels aangaande toepaslike kinderliteratuur en Sepedi-volksverhale wat diversiteitsaspekte, kulturele en inheemse kennis openbaar, te kan selekteer en evalueer;*
- *begrip aangaande en die vermoë om leesprobleme van Intermediêrefase-leerders te kan bevraagteken en oplos; en*
- *grondige kennis aangaande die assesseringsbeginsels in ŉ Taalklaskamer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI312**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sepedi Home Language: Morphology, Syntax, Traditional Literature and Writing

Titel: Sepedi Huistaal: Morfologie, Sintaksis, Tradisionele Letterkunde en Skryfwerk

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

- ability to form the correct Sepedi sentences and analysing their structures;
- detailed knowledge of the components and combinatory rules of word groups;
- understanding of the syntactic adverbs and interjections and they are used in sentences;
- integrated knowledge and critical evaluation of research on Sepedi syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- integrated knowledge of different types of literature for children, namely traditional and poetry;
- ability to critically analyse texts from a range of literature for children;
- ability to theoretically engage with children's literature through linking the various types to critical approach;
- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing,
  - Composition,
  - Revision, and
  - Editing processes; and
- writing instruction based on the evidence-based practice related to writing.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om die korrekte Sepedi-sinne te kan vorm en die sinstrukture te kan analiseer;*
- *grondige kennis aangaande die komponente en kombinatoriese reëls van woordgroepe;*
- *begrip aangaande sintaktiese bywoorde en tussenwerpsels en die wyse waarop dit in sinne gebruik word;*
- *geïntegreerde kennis aangaande en kritiese evaluering van navorsing oor Sepedi-sintaksis, asook die verband daarvan met woordeskat, vlotheid en begrip in onderrig-leer;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge leeswerk, stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *geïntegreerde kennis aangaande verskillende tipes kinderliteratuur, naamlik tradisionele kinderliteratuur en poësie;*
- *die vermoë om tekste vanuit 'n reeks kinderliteratuurbronne krities te kan analiseer;*
- *die vermoë om teoreties by kinderliteratuur betrokke te kan raak deur die verband tussen verskillende tipes kinderliteratuur en kritiese benadering te kan aandui;*
- *geïntegreerde kennis aangaande en betrokkenheid by die hoofkomponente en -prosesse ten opsigte van geskrewe uitdrukking en die wyse waarop dit op mekaar inwerk (bv. basiese skryf-/transkripsievaardighede teenoor teksontwikkeling);*
- *die vermoë om graad- en ontwikkelingsverwagtinge van leerders wat op die volgende gebiede skryf, deur middel van bewys-gebaseerde praktyk te kan evalueer:*
  - *Meganika en skryfkonvensies,*
  - *Komposisie,*
  - *Hersiening, en*
  - *Redigeerprosesse; en*
- *skryfonderrig, op grond van bewys-gebaseerde praktyk aangaande skryfwerk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sepedi Home Language: Semantics, Vocabulary, Creative Writing, Children`s Literature and Assessment

Titel: Sepedi Huistaal: Semantiek, Woordeskat, Skeppende Skryfwerk, Kinderliteratuur en Assessering

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

- Integrated knowledge of semantics (linguistic meaning of words, phrases, idiomatic expressions, poetic language, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande Semantiek (linguistiese betekenis van woorde, frases, idiomatiese uitdrukkings, poëtiese taal, en sinne), asook begrip aangaande sleutelbegrippe, konsepte en reëls ten opsigte van woord-, asook frase- en sinsbetekenis, soos dit met woordeskatonderrig en -leer verband hou;*
- *die vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op grond van 'n analise van leerderbehoeftes oordeelkundig te kan evalueer en toepas;*
- *die vermoë om verskillende woordeskatonderrigtegnieke voor, tydens en na afloop van leeswerk te kan analiseer, selekteer en toepas op grond van 'n analise en evaluering van bewys-gebaseerde praktyk ten opsigte van woordeskatonderrig en -leer;*
- *besinning oor die rol van woordeskatontwikkeling en begripskennis en om dit deur middel van samehangende kommunikering van inligting te kan analiseer, met inbegrip van die gebruik van toepaslike akademiese konvensies;*
- *sy/haar vermoë om in 'n groep te kan werk, ten einde inligting akkuraat, samehangend en op 'n eties-verantwoordelike wyse te kan insamel, evalueer, kommunikeer en toepas op kunstenaars en hulle illustrasies van kinderliteratuur; en*
- *begrip aangaande die verskillende tipes kinderliteratuur, met spesifieke fokus op prenteboeke, en die vermoë om prenteboeke te kan selekteer en implementeer in sy/haar onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sepedi Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment

Titel: Sepedi Huistaal: Diskoersanalise, Pragmatiek, Begrip, Nie-Literêre Tekste en Assessering

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;

- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments;
- ability to integrate and apply traditional literature as well as informational texts in their teaching
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices; and
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by diskoersanalise en pragmatiek, soos dit met begrip in onderrig-leer verband hou;*
- *die vermoë om kennis aangaande teks-, leser-, taak-, asook konteksveranderlikes wat 'n impak op begripsuitkomste kan hê, te kan evalueer;*
- *die vermoë om eties-verantwoordelike besluite te kan neem wat met die toepassing en evaluering van onderrigstrategieë, voor, tydens en na afloop van leeswerk verband hou en wat reflektiewe leer by alle leerders kan bevorder;*
- *begrip aangaande die konseptuele modelle wat met die sielkundige aspek van leeswerk verband hou;*
- *geïntegreerde kennis aangaande die belangrike teksgenres, ten einde verantwoordbare onderrigpraktyk te kan verseker;*
- *die vermoë om assesseringstrategieë op eties-verantwoordelike wyse te kan toepas, ten einde aan leerders geleenthede te kan bied om begrip te kan demonstreer;*
- *die vermoë om tussen tradisionele letterkunde en informele tekste te kan onderskei, ten einde deur middel van goed geformuleerde beredenering te kan kommunikeer;*
- *die vermoë om tradisionele letterkunde sowel as informele tekste in sy/haar onderrig te kan toepas;*
- *die vermoë om veelvoudige kennisbronne wat met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke verband hou, te kan bevraagteken; en*
- *die vermoë om assesseringsdata te kan insamel en taalassesseringsinligting te kan sintetiseer en evalueer, ten einde die onderrigbesluitnemingsproses eties-verantwoordelik te kan toelig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEFI421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Sepedi Home Language: Research – Literature, Linguistics, Instructional Methods and Assessment

Titel: Sepedi Huistaal: Navorsing – Letterkunde, Linguistiek, Onderrigmetodes en Assessering

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

- integrated knowledge of and engagement with the literary theories in the analysis of literary texts;
- ability to integrate the didactic and literary theory during the lesson;
- ability to critically reflect on research-based principles for teaching a literary text applying various literary theories;
- ability to critically reflect on research-based principles for teaching grammatical aspects of language;
- ability to produce a literary text of Intermediate phase level;
- detailed knowledge of conducting research based on language, language in education related issues or literature or literature in education related issues.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by literêre teorieë tydens die analise van literêre tekste;*
- *vermoë om die didaktiese en literêre teorie tydens lesaanbieding te kan integreer;*
- *vermoë om krities oor navorsings-gebaseerde beginsels te kan besin, ten einde 'n literêre teks met behulp van die toepassing van verskeie literêre teorieë te kan onderrig;*
- *vermoë om krities oor navorsings-gebaseerde beginsels te kan besin, ten einde grammatikale taalaspekte te kan onderrig;*
- *die vermoë om 'n literêre teks op Intermediêrefase-vlak te kan produseer; en*
- *grondige kennis aangaande die onderneem van navorsing op grond van taal, taal in onderwysverwante kwessies, of letterkunde, of letterkunde in onderwysverwante kwessies.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PEIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sepedi Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase

Titel: Sepedi Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase

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

- convey thorough knowledge of L1 and L2 acquisition through current and historical theory and research in language acquisition;
- provide a research-based explanation of how L1 development differs from L2 and what role L1 plays in teaching L2;
- illustrate the developmental stages of Grades 4 to 6 learners and explain individual learner needs; and
- apply principles for the selection and evaluation of appropriate multicultural children's and youth literature for children.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige vakkennis ten opsigte van T1 en T2 verwerwing deur middel van huidige en historiese teorie en navorsing in taalverwerwing te kan oordra;*
- *'n navorsingsgerigte verduideliking te kan gee oor hoe T1 ontwikkeling van T2 verskil en watter rol T1 speel in die onderrig van T2;*
- *kennis oor die ontwikkelingsfases van Graad 4 tot 6 leerders te kan illustreer en individuele leerderbehoeftes te kan verduidelik; en*
- *beginsels vir die seleksie en evaluasie van toepaslike multikulturele kinder – en jeugliteratuur vir kinders te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sepedi Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase

Titel: Sepedi Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase

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

- knowledge of learners in terms of linguistic diversity as well as pronunciation differences between languages;
- ability to gather information based on the development of oral language and to compare it with:
  - word recognition,
  - spelling,
  - written expression;
- thorough knowledge that focuses on listening skills;
- thorough knowledge that focuses on speaking skills;
- ability to compile activities to promote listening and speaking skills; and
- thorough knowledge and understanding of vocabulary education.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van leerders in terme van linguistiese diversiteit asook uitspraakverskille tussen tale;*
- *vermoë om inligting gegrond op die ontwikkeling van mondelingetaal te versamel en vergelyk met:*
  - *woordherkenning,*
  - *spelling,*
  - *geskreweuitdrukking;*
- *grondige vakkennis wat fokus op luistervaardighede;*
- *grondige vakkennis wat fokus op praatvaardighede;*
- *vermoë om aktiwiteite saam te stel om luister en praatvaardighede te bevorder; en*
- *grondige kennis en begrip rakende woordeskatonderrig.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEIP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sepedi Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase

Titel: Sepedi Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase

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

- ability to identify and explain individual problems that arise during discussions of illustrations in books with regard to cultural identity;
- knowledge of the theoretical basis for the choice of different types of traditional stories and poems and the ability to select, evaluate and implement them in teaching activities;
- demonstrate ability to use a wide variety of sources, including the Internet, to learn about different cultures around the world and specific cultures of the diverse learners in South Africa; and
- integrated knowledge of the reading process and reading comprehension

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om individuele probleme wat kan ontstaan gedurende besprekings van illustrasies in boeke ten opsigte van kultuur identiteit te identifiseer en verduidelik;*
- *kennis oor die teoretiese begronding vir die keuse van verskillende tipes tradisionele verhale en gedigte en die vermoë om dit te selekteer, evalueer en te implementeer in onderrigaktiwiteite;*
- *vermoë illustreer om ŉ wye verskeidenheid bronne, insluitend die internet, te gebruik om te leer oor verkillende kulture oor die wêreld en spesifieke kulture van die diverse leerders in Suid-Afrika; en*
- *geïntegreerde kennis van die leesproses en leesbegrip.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sepedi Additional Language: Language Structures and -Education in the Intermediate Phase

Titel: Sepedi Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase

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

- ability to understand and explain language as an integrated system;
- knowledge and understanding of the theoretical framework: part-to-whole and whole-to-parts;
- theoretical background to promote learners' writing skills;
- thorough knowledge of the developmental history of the Sepedi vocabulary;
- knowledge of the basics of the Sepedi spelling rules and the ability to use the Sepedi Glossary and spelling rules in the classroom; and
- In-depth knowledge of the domains of language:
  - Semantics,
  - Syntax.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om taal as `n geïntegreerde sisteem te begryp en verduidelik;*
- *kennis en begrip van die teoretiese raamwerk: deel-na-geheel en geheel-na-dele;*
- *teoretiese agtergrond om leerders se skryfvaardighede te bevorder;*
- *grondige kennis van die ontwikkelingsgeskiedenis van die Sepedi woordeskat;*
- *kennis oor die grondbeginsels van die Sepedi spelreëls en die vermoë om die Sepedi Woordelys en spelreëls in die klaskamer te gebruik; en*
- *diepgaande kennis van die domeine van taal:*
  - *Semantiek,*
  - *Sintaksis.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEIP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sepedi Additional Language: Lesson Planning and Cycle Compositions

Titel: Sepedi Addisionele Taal: Lesbeplanning en Siklussamestellings

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

- ability to demonstrate certain roles of the teacher regarding the teaching of Sepedi as an additional language in a multicultural education context;
- taking into account critical issues (as in PEIP311) during the selection of themes for the cycle composition;
- ability to theoretically and critically deal with approaches to text selection for the cycle composition; and
- critical understanding of the process-approach during the teaching of an additional language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van Sepedi as addisionele taal in ´n multikulturele onderwyskonteks te demonstreer;*
- *inagneming van kritiese kwessies (soos in PEIP311) tydens die seleksie van temas vir die siklussamestelling;*
- *vermoë om op teoretiese en kritiese wyse met benaderings ten opsigte van teks seleksie vir die siklussamestelling om te gaan; en*
- *kritiese begrip ten opsigte van die prosesbenadering tydens die onderrig van ´n addisionele taal.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PEIP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sepedi Additional Language: Assessment in the Intermediate Phase

Titel: Sepedi Addisionele Taal: Assessering in die Intermediêrefase

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

- in depth knowledge of the difference between Home Language and First Additional Language assessment;
- ability to develop appropriate assessments that can be used to measure whether learners have mastered the following skills:
  - listening and talking,
  - reading and looking,
  - writing and presenting,
  - language structures and conventions;
- ability to interpret and apply the assessment program according to the NCAPS in the Sepedi additional language class; and
- ability to calculate marks correctly and to report in the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *in diepte kennis oor die verskil tussen Huistaal en Eerste Addisionele Taal assessering;*
- *vermoë om toepaslike assesserings te ontwikkel waaraan gemeet kan word of leerders die volgende vaardighede bemeester het:*
  - *luister en praat,*
  - *lees en kyk,*
  - *skryf en aanbied,*
  - *taalstrukture en konvensies;*
- *vermoë om die assesseringsprogram volgens die NKABV te interpreteer en aan te wend in die Sepedi addisionele taal klas; en*
- *vermoë om punte korrek te bereken en te rapporteer in die Intermediêrefase.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **PESP111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Physical Education and Sport Management: Sport and Physical Education History, Sport Ethics, Basic Sport Skills

Titel: Liggaamlike Opvoeding en Sportbestuur: Sport- en Liggaamlike Opvoedingsgeskiedenis, Sportetiek en Basiese Sportvaardighede

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

- knowledge and informed understanding of:
  - the concepts and facts of sport and Physical Education history, the concepts and principles of sport ethics, and the concepts, principles and rules of teaching basic sport skills,
  - the pioneers of sport and Physical Education, the main theorists of sport ethics, and
  - the development of the principles of sport skill analysis and teaching;
- ability to select, plan, implement and manage suitable movement activities within the field of Physical Education, in order to develop and train basic sport skills;
- basic research skills such as gathering and verifying information from various sources such as sport coaching literature and internet sources, analysis and summary of key aspects of sport skill techniques;
- ability to communicate concepts of sport ethics, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and
- monitor own learning progress, implement relevant learning strategies such as additional reading on sport ethics and researching sport skill techniques to improve learning, and manage resources effectively to successfully realize task outcomes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande:*
  - *die konsepte en feite van Sport- en Liggaamlike Opvoedingsgeskiedenis, die konsepte en beginsels van Sportetiek, asook die konsepte, beginsels en reëls aangaande die onderrig van Basiese Sportvaardighede,*
  - *die baanbrekers van Sport en Liggaamlike Opvoeding, asook die hoofteoretici van Sportetiek, en*
  - *die ontwikkeling van die beginsels van sportvaardigheidsanalise en -onderrig;*
- *vermoë om toepaslike bewegingsaktiwiteite binne die veld van Liggaamlike Opvoeding te kan selekteer, beplan, implementeer en bestuur, ten einde Basiese Sportvaardighede te kan ontwikkel en afrig;*
- *basiese navorsingsvaardighede, soos die insameling en verifiëring van inligting vanuit verskeie bronne, soos sportafrigtingsliteratuur en Internet-bronne, asook die analise en opsomming van sleutelaspekte aangaande sportvaardigheidstegnieke;*
- *vermoë om konsepte van Sportetiek mondelings en skriftelik, via verskillende tegnologieë en media, akkuraat en samehangend te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat; en*
- *monitor van eie leervordering en implementering van toepaslike leerstrategieë, soos bykomende leeswerk aangaande Sportetiek en navorsing aangaande sportvaardigheidstegnieke, ten einde leer te kan verbeter en hulpbronne effektief te kan bestuur om taakuitkomste suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Physical Education and Sport Management: Basic Sport Management and Educational Gymnastics

Titel: Liggaamlike Opvoeding en Sportbestuur: Basiese Sportbestuur en Opvoedkundige Gimnastiek

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

- knowledge and informed understanding of the concepts and facts of sport management, and principles and rules of presenting educational gymnastics;
- ability to select, plan, implement and manage suitable movement activities within the field of Physical Education, in order to develop and train educational gymnastics skills;
- basic research skills such as gathering and verifying information from various sources such as literature on sport management and internet sources, analysis and summary of key aspects of sport management principles;
- the ability to communicate concepts of sport management, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and
- monitor own learning progress, implement relevant learning strategies such as additional reading on sport management and researching educational gymnastics skills to improve learning, and manage resources effectively to successfully realize task outcomes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die konsepte van Sportbestuur, asook beginsels en reëls aangaande die aanbieding van Opvoedkundige Gimnastiek;*
- *die vermoë om toepaslike bewegingsaktiwiteite binne die veld van Liggaamlike Opvoeding te kan selekteer, beplan, implementeer en bestuur, ten einde Opvoedkundige Gimnastiekvaardighede te kan ontwikkel en afrig;*
- *basiese navorsingsvaardighede, soos die insameling en verifiëring van inligting vanuit verskeie bronne, soos sportbestuursliteratuur en Internet-bronne, asook die analise en opsomming van sleutelaspekte aangaande sportbestuursbeginsels;*
- *die vermoë om konsepte van Sportbestuur mondelings en skriftelik, via verskillende tegnologieë en media, akkuraat en samehangend te kan kommunikeer, met inbegrip van kopiereg en reëls aangaande plagiaat; en*
- *die monitor van eie leervordering en implementering van toepaslike leerstrategieë, soos bykomende leeswerk aangaande Sportbestuur en navorsing aangaande sportbestuursvaardighede, ten einde leer te kan verbeter en hulpbronne effektief te kan bestuur om taakuitkomste suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Physical Education and Sport Management: Applied Anatomy, Physiology and Exercise Science

Titel: Liggaamlike Opvoeding en Sportbestuur: Toegepaste Anatomie, Fisiologie en Oefenkunde

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

- detailed knowledge and understanding of:
  - the concepts, principles, and theories of applied anatomy, applied physiology and exercise science,
  - how knowledge of applied anatomy, applied physiology and exercise science relates to applicable knowledge within the field of Physical Education, and
  - the origin and development of knowledge within the fields of applied anatomy, applied physiology and exercise science, and critical understanding of schools of thought and forms of explanations typical within these fields;
- ability to select, evaluate and effectively implement with discernment those standard movement activities to apply the principles of applied physiology and exercise science and thus to solve fundamental problems in a defined environment in die field of Physical Education, with a view to develop the physical abilities of learners;
- discipline-specific methods and techniques of scientific enquiry and information gathering on applied physiology and exercise science from literature and internet sources, analyse, evaluate and synthesize the information and apply your conclusions to a given context in the field of Physical Education;
- act as group member and a group leader and contribute appropriate information and skills to successfully complete a practical assignment applying the principles of exercise science, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and
- monitor own learning progress, implement relevant learning strategies such as additional reading on exercise techniques to improve learning, and manage resources effectively to successfully realize task outcomes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande:*
  - *die konsepte, beginsels en teorieë ten opsigte van Toegepaste Anatomie, Fisiologie en Oefenkunde,*
  - *die verband tussen kennis aangaande Toegepaste Anatomie, Fisiologie en Oefenkunde en toepaslike kennis binne die veld van Liggaamlike Opvoeding, en*
  - *die ontstaan en ontwikkeling van kennis binne die veld van Toegepaste Anatomie, Fisiologie en Oefenkunde, asook kritiese begrip aangaande denkskole en tipiese verklaringsvorme binne hierdie veld;*
- *die vermoë om sodanige standaardbewegingsaktiwiteite oordeelkundig te kan selekteer, evalueer en doeltreffend te kan implementeer, ten einde die beginsels van Toegepaste Fisiologie en Oefenkunde te kan toepas en sodoende Fundamentele probleme binne ŉ gegewe konteks in die veld van Liggaamlike Opvoeding te kan oplos, met die doel om leerders se fisiese vaardighede te kan ontwikkel;*
- *vak-spesifieke metodes en tegnieke van wetenskaplike ondersoek, asook inligtinginsameling aangaande Toegepaste Fisiologie en Oefenkunde vanuit die literatuur en Internet-bronne, ten einde inligting te kan analiseer, evalueer en sintetiseer, en om sy/haar gevolgtrekkings op ŉ gegewe konteks binne die veld van Liggaamlike Opvoeding te kan toepas;*
- *optrede as groepslid en -leier, en om toepaslike inligting en vaardighede te kan bydra, ten einde ŉ praktiese opdrag te kan uitvoer, met inbegrip van die toepassing van die beginsels van Oefenkunde, die meet van suksesvolle taakvoltooiing volgens gegewe kriteria, asook die aanvaarding van medeverantwoordelikheid vir leervordering en die verwesenliking van groepuitkomste; en*
- *die monitor van eie leervordering en implementering van toepaslike leerstrategieë, soos bykomende leeswerk aangaande Oefentegnieke, ten einde leer te kan verbeter en hulpbronne effektief te kan bestuur om taakuitkomste suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Physical Education and Sport Management: Outdoor Recreational Activities, Educational Dance and Games

Titel: Liggaamlike Opvoeding en Sportbestuur: Buitemuurse Ontspanningsaktiwiteite, Opvoedkundige Danse en Speletjies

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

- detailed knowledge and understanding of:
  - the concepts, principles, and theories of outdoor recreational activities, educational dance and games,
  - how knowledge of outdoor recreational activities, educational dance and games relates to applicable knowledge within the field of Physical Education, and
  - the origin and development of knowledge within the fields of outdoor recreational activities, educational dance and games, and critical understanding of schools of thought and forms of explanations typical within these fields;
- ability to select, evaluate and effectively implement with discernment those standard movement activities to develop outdoor recreational movement skills, educational dance skills and games skills and thus to solve fundamental problems in a defined environment in die field of Physical Education, with a view to develop the underlying physical, social and cognitive abilities of learners;
- act as group member and a group leader and contribute appropriate information and skills to successfully complete a practical assignment applying the principles of outdoor recreational activities, educational dance and games, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and
- monitor own learning progress, implement relevant learning strategies such as additional reading on outdoor recreational activities, educational dance and games to improve learning, and manage resources effectively to successfully realize task outcomes.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande:*
  - *die konsepte, beginsels en teorieë ten opsigte van buitemuurse ontspanningsaktiwiteite, opvoedkundige danse en speletjies,*
  - *die verband tussen kennis van buitemuurse ontspanningsaktiwiteite, opvoedkundige danse en speletjies en toepaslike kennis binne die veld van Liggaamlike Opvoeding, en*
  - *die ontstaan en ontwikkeling van kennis binne die veld van buitemuurse ontspanningsaktiwiteite, opvoedkundige danse en speletjies, asook kritiese begrip aangaande denkskole en tipiese verklaringsvorme binne hierdie veld;*
- *die vermoë om sodanige standaardbewegingsaktiwiteite oordeelkundig te kan selekteer, evalueer en doeltreffend te kan implementeer, ten einde die beginsels van buitemuurse ontspannings-bewegingsaktiwiteite en opvoedkundige dans- en speletjievaardighede te kan toepas en sodoende Fundamentele probleme binne 'n gegewe konteks in die veld van Liggaamlike Opvoeding te kan oplos, met die doel om leerders se onderliggende fisiese, sosiale en kognitiewe vaardighede te kan ontwikkel;*
- *optrede as groepslid en -leier, en om toepaslike inligting en vaardighede te kan bydra, ten einde 'n praktiese opdrag te kan uitvoer, met inbegrip van die toepassing van die beginsels van buitemuurse ontspanningsaktiwiteite, opvoedkundige danse en speletjies, die meet van suksesvolle taakvoltooiing volgens gegewe kriteria, asook die aanvaarding van medeverantwoordelikheid vir leervordering en die verwesenliking van groepuitkomste; en*
- *die monitor van eie leervordering en implementering van toepaslike leerstrategieë, soos bykomende leeswerk aangaande buitemuurse ontspanningsaktiwiteite, opvoedkundige danse en speletjies, ten einde leer te kan verbeter en hulpbronne effektief te kan bestuur om taakuitkomste suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Physical Education and Sport Management: Motor Learning and Talent Identification

Titel: Liggaamlike Opvoeding en Sportbestuur: Motoriese Leer en Talentidentifisering

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die terminologie, konsepte, beginsels en teorieë ten opsigte van sportvaardigheidsanalise en -onderrig, gemodifiseerde sportkompetisies en assessering korrek te kan evalueer en toepas, met inbegrip van die aanbieding van bewegingsaktiwiteite en lesse binne die veld van Liggaamlike Opvoeding;*
- *die vermoë om sportvaardigheidsanalise en -onderrig, gemodifiseerde sportkompetisies en assessering te kan identifiseer, analiseer en krities daaroor te kan besin, ten einde ingewikkelde probleme te kan aanspreek en praktyk-gedrewe oplossings met behulp van teorie-gedrewe beredenering tydens die aanbieding van sportvaardighede en die assessering van fisiese vaardighede binne Liggaamlike Opvoeding. te kan toepas;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die aanbieding van sportvaardighede, sportkompetisies en assessering, soos toepaslik vir die Liggaamlike Opvoedingspraktyk;*
- *bestuur van 'n groep medestudente of Senior/VOO-fase leerders binne 'n onbekende konteks, ten einde 'n kontekstuele probleem te kan oplos, bv. sportvaardighede en die assessering van fisiese vaardighede, asook die monitor van die groep se vordering en die aanvaarding van verantwoordelikheid vir taakuitkomste en, waar toepaslik, die toepassing van toepaslike hulpbronne; en*
- *aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, die toepassing van toepaslike leerstrategieë, asook die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Physical Education and Sport Management: Sport Skills, Sport Games and Assessment

Titel: Liggaamlike Opvoeding en Sportbestuur: Sportvaardighede, Sportkompetisies en Assessering

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om die terminologie, konsepte, beginsels en teorieë ten opsigte van sportvaardigheidsanalise en -onderrig, gemodifiseerde sportkompetisies en assessering korrek te kan evalueer en toepas, met inbegrip van die aanbieding van bewegingsaktiwiteite en lesse binne die veld van Liggaamlike Opvoeding;*
- *die vermoë om sportvaardigheidsanalise en -onderrig, gemodifiseerde sportkompetisies en assessering te kan identifiseer, analiseer en krities daaroor te kan besin, ten einde ingewikkelde probleme te kan aanspreek en praktyk-gedrewe oplossings met behulp van teorie-gedrewe beredenering tydens die aanbieding van sportvaardighede en die assessering van fisiese vaardighede binne Liggaamlike Opvoeding. te kan toepas;*
- *besinning oor alle waardes, etiese optrede en geregverdigde besluitneming aangaande die aanbieding van sportvaardighede, sportkompetisies en assessering, soos toepaslik vir die Liggaamlike Opvoedingspraktyk;*
- *bestuur van 'n groep medestudente of Senior/VOO-fase leerders binne 'n onbekende konteks, ten einde 'n kontekstuele probleem te kan oplos, bv. sportvaardighede en die assessering van fisiese vaardighede, asook die monitor van die groep se vordering en die aanvaarding van verantwoordelikheid vir taakuitkomste en, waar toepaslik, die toepassing van toepaslike hulpbronne; en*
- *aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, die toepassing van toepaslike leerstrategieë, asook die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Physical Education and Sport Management: Sport psychology and Adapted Physical Education

Titel: Liggaamlike Opvoeding en Sportbestuur: Sportsielkunde en Aangepaste Liggaamlike Opvoeding

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

- integrated knowledge and engagement in sport psychology and Adapted Physical Education, and critical understanding and application of the theories, techniques and principles relevant to sport psychology and Adapted Physical Education within sport coaching and Physical Education lessons;
- the ability to select, evaluate and apply a range of different but appropriate sport psychological skills and techniques applicable to sport coaching, Physical Education and Adapted Physical Education, and scientific methods of enquiry in Adapted Physical Education to reflect on and then address complex or abstract problems and contribute to positive change pertaining to athletes, disabled learners and learners with barriers to learning, within sport coaching and Physical Education practice;
- the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to sport psychology and Adapted Physical Education, and to effect change in conduct where necessary;
- accurate, coherent, appropriate and creative presentation and communication of innovative and new professional sport psychology and Adapted Physical Education texts and methods to co-students and lecturers, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and
- self-regulated learning skills – take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by Sportsielkunde en Aangepaste Liggaamlike Opvoeding, asook kritiese begrip aangaande en toepassing van die teorieë, tegnieke en beginsels ten opsigte van Sportsielkunde en Aangepaste Liggaamlike Opvoeding binne Sportafrigting- en Liggaamlike Opvoedingslesse;*
- *die vermoë om 'n reeks verskillende, maar tog toepaslike, sportsielkundige vaardighede en -tegnieke aangaande Sportafrigting, Liggaamlike Opvoeding en Aangepaste Liggaamlike Opvoeding, asook wetenskaplike ondersoekmetodes binne Aangepaste Liggaamlike Opvoeding te kan selekteer, evalueer en toepas, asook om krities te kan besin oor ingewikkelde of abstrakte probleme en dit te kan aanspreek, ten einde binne die Sportafrigting- en Liggaamlike Opvoedingspraktyk positief te kan bydra tot verandering met betrekking tot atlete, gestremde leerders en leerders met leerhindernisse;*
- *die vermoë om die etiese optrede van ander ten opsigte van Sportsielkunde en Aangepaste Liggaamlike Opvoeding binne verskillende kulturele en sosiale kontekste krities te kan beoordeel, asook om, waar nodig, verandering in optrede te kan teweegbring;*
- *akkurate, samehangende, toepaslike en skeppende aanbieding en kommunikering van vernuwende en nuwe professionele Sportsielkunde- en Aangepaste Liggaamlike Opvoedingstekste en -metodes vir medestudente en dosente, met inbegrip van en respek vir intellektuele eiendomskonvensies, kopiereg en reëls aangaande plagiaat; en*
- *self-gereguleerde leervaardighede – die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, die toepassing van toepaslike leerstrategieë, asook die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PESP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Physical Education and Sport Management: Advanced Sport and Physical Education Management

Titel: Liggaamlike Opvoeding en Sportbestuur: Gevorderde Sport- en Liggaamlike Opvoedingsbestuur

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

- integrated knowledge and engagement in advanced sport management and Physical Education management, and critical understanding and application of the theories, techniques and principles relevant to sport management, sport organization and Physical Education management within the school context;
- the ability to select, evaluate and apply a range of different but appropriate management techniques and skills, and scientific methods of enquiry in the management of sport and Physical Education to reflect on and then address complex or abstract problems and contribute to positive change pertaining to school sport and Physical Education practice;
- the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to sport and Physical Education management, and to effect change in conduct where necessary;
- accurate, coherent, appropriate and creative presentation and communication of innovative and new professional sport management and Physical Education management texts and methods to co-students and lecturers, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and
- self-regulated learning skills – take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by gevorderde Sport- en Liggaamlike Opvoedingsbestuur, asook kritiese begrip aangaande en toepassing van die teorieë, tegnieke en beginsels, soos van toepassing op Sportbestuur, Sportorganisasie en Liggaamlike Opvoedingsbestuur binne die skoolkonteks;*
- *die vermoë om 'n reeks verskillende, maar tog toepaslike, bestuursvaardighede en -tegnieke aangaande Sport- en Liggaamlike Opvoedingsbestuur, asook wetenskaplike ondersoekmetodes binne Sport- en Liggaamlike Opvoedingsbestuur te kan selekteer, evalueer en toepas, asook om krities te kan besin oor ingewikkelde of abstrakte probleme en dit te kan aanspreek, ten einde positief te kan bydra tot verandering met betrekking tot die Skoolsport- en Liggaamlike Opvoedingspraktyk;*
- *die vermoë om die etiese optrede van ander ten opsigte van Sport- en Liggaamlike Opvoedingsbestuur binne verskillende kulturele en sosiale kontekste krities te kan beoordeel, asook om, waar nodig, verandering in optrede te kan teweegbring;*
- *akkurate, samehangende, toepaslike en skeppende aanbieding en kommunikering van vernuwende en nuwe professionele Sport- en Liggaamlike Opvoedingsbestuurstekste en metodes vir medestudente en dosente, met inbegrip van en respek vir intellektuele eiendomskonvensies, kopiereg en reëls aangaande plagiaat; en*
- *self-gereguleerde leervaardighede – die aanvaarding van volle verantwoordelikheid vir eie leerbehoeftes, die monitor van eie leervordering, die toepassing van toepaslike leerstrategieë, asook die bestuur van alle hulpbronne, ten einde alle uitkomste van hierdie module suksesvol te kan verwesenlik.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Physical Science: Basic Chemistry Principles and Stoichiometry of Chemical Reactions in the Senior/FET Phase

Titel: Fisiese Wetenskappe: Basiese Chemiese Beginsels en Stoïgiometrie van Chemiese Reaksies in die Senior/VOO-Fase

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

- informed understanding of chemical concepts like:
  - atomic structure,
  - chemical reactions,
  - stoichiometry, and
  - bonding and intermolecular forces;
- distinguish, evaluate and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;
- ability to communicate concepts related to the content in both verbal and visual forms;
- ability to select, plan, implement and manage the scientific method to perform experiments with responsibility;
- actions in accordance with acceptable ethical and professional behaviour to the demands of the National Policy documents (CAPS) in Physical Science in the FET phase; and
- manage resources and design a simple learning task using three task types namely capability task, resource task and case studies relating to a chosen situation.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige begrip aangaande chemiese konsepte, soos:*
  - *atomiese struktuur,*

- *chemiese reaksies,*
- *stoïgiometrie, en*
- *bindings- en intermolekulêre kragte;*

- *vermoë om binne bekende en onbekende kontekste tussen bogenoemde konsepte te kan onderskei, dit te kan evalueer en probleme ten opsigte daarvan te kan oplos;*
- *vermoë om op mondeling en skriftelike wyse konsepte aangaande die inhoud te kan kommunikeer;*
- *vermoë om die wetenskaplike metode te kan selekteer, beplan, implementeer en bestuur, ten einde eksperimente verantwoordelik te kan uitvoer;*
- *optrede volgens aanvaarbare etiese en professionele gedrag, asook volgens die vereistes van die Nasionale Beleidsdokumente (KABV) ten opsigte van Fisiese Wetenskappe in die VOO-fase; en*
- *bestuur van hulpbronne, asook die ontwerp van ŉ eenvoudige leertaak, waarby drie tipes ondersoeke naamlik beskrywende, vergelykende en eksperimentele ondersoeke soos dit verband hou tot ŉ gekose situasie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE122**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Physical Science: Introductory Mechanics in the Senior/FET Phase

Titel: Fisiese Wetenskappe: Inleidende Meganika in die Senior/VOO-Fase

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

- knowledge, insight and understanding of the following concepts in Physics: motion in one and two dimensions, forces and Newton's laws of motion, work and energy and impulse and momentum;
- ability to identify a variety of standard calculations, and apply them to solve problems within the known context, related to relevant concepts of this module;
- ability to select a scientific method and to apply it to problems within the context of this module;
- ability to make a positive contribution to group work, with the aim of achieving the outcomes set for the group; and
- ability to monitor one's own learning and to determine its progress.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip aangaande, en insig in die volgende Fisiese Wetenskapskonsepte: beweging in een of twee dimensies, kragte, asook Newton se wet van beweging, werking en energie en impuls en momentum;*
- *vermoë om ŉ verskeidenheid standaardberekenings te kan identifiseer en toepas, ten einde probleme aangaande die toepaslike konsepte van hierdie module binne die bekende konteks te kan oplos;*
- *vermoë om ŉ wetenskaplike metode te kan selekteer en op probleme binne die konteks van hierdie module te kan toepas;*
- *vermoë om ŉ positiewe bydrae tot groepwerk te kan maak, met die doel om die bepaalde groepuitkomste te kan verwesenlik; en*
- *vermoë om eie leerbehoeftes te kan monitor en eie leervordering te kan bepaal.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE212**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Physical Science: Advanced Mechanics and Introduction to Theory of Electricity in the Senior/FET Phase

Titel: Fisiese Wetenskappe: Gevorderde Meganika en Inleiding tot die Teorie van Elektrisiteit in die Senior/VOO-Fase

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

- detailed knowledge and understanding of kinematic rotation and dynamics of rotation, electrical forces, fields, potential and circuits;
- ability to select, evaluate and effectively apply standard methods to solve fundamental problems within a defined context, in relation to the relevant concepts;
- ability to select, evaluate and apply the correct scientific method to solve scientific problems within the context of this module;
- ability to act as group member and group leader and provide relevant information and skills for the successful completion of a group task; and
- ability to monitor their own learning and to determine their progress.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande kinematiese rotasie en die dinamika van rotasie, elektriese kragte, velde, potensiaal en stroombane;*
- *vermoë om standaardmetodes te kan selekteer, evalueer en doeltreffend te kan toepas, ten einde Fundamentele probleme aangaande die toepaslike konsepte binne ŉ gegewe konteks te kan oplos;*
- *vermoë om die korrekte wetenskaplike metode te kan selekteer, evalueer en toepas, ten einde wetenskaplike probleme binne die konteks van hierdie module te kan oplos;*
- *vermoë om as groepslid/-leier te kan optree en toepaslike inligting en vaardighede te kan verskaf, ten einde ŉ groeptaak suksesvol te kan voltooi; en*
- *vermoë om sy/haar eie leerbehoeftes te kan monitor en sy/haar eie leervordering te kan bepaal.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE222**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET Phase

Titel: Fisiese Wetenskappe: Die Struktuur van Materie en Organiese Chemie in die Senior/VOO-Fase

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

- understanding of the origin and development of Atomic Theory;
- detailed knowledge and understanding of the structure of the atom;
- ability to distinguish between and appropriately apply different types of chemical bonding to different elements;
- use techniques of information gathering to research the role that hybridisation plays in chemical bonding;
- show an understanding of why models are required to explain chemical phenomena;
- suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles;
- distinguish between different types of intermolecular forces;
- understanding of the structure and reactions of Organic Compounds and its application in industry and everyday life and the ethical implications of applying this scientific knowledge;
- co-responsibility for the progress and outcome realisation of a group project;
- awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems;
- ability to manipulate laboratory equipment and apparatus in the investigation of chemical reactions specific to organic chemistry and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and

- ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the CAPS document taking into consideration the safety of the learners and the preservation of the environment.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *begrip aangaande die ontstaan en ontwikkeling van die Atomiese Teorie;*
- *grondige kennis en begrip aangaande die struktuur van die atoom;*
- *vermoë om te kan onderskei tussen en verskillende tipes chemiese bindmiddels op verskillende elemente te kan toepas;*
- *gebruik van inligtinginsamelingstegnieke, ten einde die rol wat hibridisering in chemiese bindmiddels speel, te kan navors;*
- *begrip aangaande die rede vir die gebruik van modelle, ten einde chemiese verskynsels te kan verduidelik;*
- *aan die hand doen van alledaagse, koste-effektiewe items wat gebruik kan word om chemiese modelle te kan bou, ten einde die leer en begrip van chemiese beginsels te kan fasiliteer;*
- *vermoë om tussen verskillende tipes intermolekulêre kragte te kan onderskei;*
- *begrip aangaande die struktuur en reaksies van organiese verbindings en die toepassing daarvan op die industrie en alledaagse lewe, asook die etiese komplikasies aangaande die toepassing van sodanige wetenskaplike kennis;*
- *medeverantwoordelikheid vir die vordering en afhandeling van 'n groepprojek;*
- *bewustheid aangaande die probleme wat leerders ten opsigte van die makroskopiese, mikroskopiese en simboliese weergawes van materie ervaar en om toepaslike, basiese assesseringstake ten opsigte van sodanige probleme te kan ontwerp;*
- *vermoë om laboratoriumtoerusting en -apparaat tydens die ondersoek van chemiese reaksies, soos spesifiek van toepassing op organiese chemie, te kan hanteer, asook om data te kan insamel, opteken en interpreteer, en om sy haar bevindings korrek in 'n wetenskaplike verslag te kan kommunikeer; en*
- *vermoë om 'n praktiese les binne die onderrigkonteks in die VOO-fase, volgens die vereiste riglyne van die KABV-dokument, te kan beplan, met inbegrip van die inagneming van leerders se veiligheid, asook omgewingsbewaring.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE312**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Physical Science: Control of Chemical Reactions in the Senior/FET Phase

Titel: Fisiese Wetenskappe: Beheer van Chemiese Reaksies in die Senior/VOO-Fase

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

- integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like:
  - Thermodynamics, reaction rates and Chemical reactions,
  - Equilibrium, and
  - Acids, bases and pH;
- ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;
- accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism;
- ability to select, evaluate and apply the scientific method to
- design and execute experiments using micro science kits to resolve problems within the context of this module;
- integrated understanding of the demands of the National Policy document (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education;
- reflection on values, ethical conduct and justifiable decision making demonstrating an awareness of and a responsibility towards the interaction between science, technology and society; and
- understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om chemiese konsepte soos die volgende korrek te kan evalueer en toepas:*
  - *Termodinamika, reaksieskale en chemiese reaksies,*
  - *Ekwilibrium, en*
  - *Sure, alkalië en pH;*
- *vermoë om 'n reeks verskillende, maar tog toepaslike, berekenings te kan selekteer, evalueer en toepas, ten einde probleme aangaande bogenoemde konsepte binne bekende en onbekende kontekste te kan oplos;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie van chemiese konsepte, met inbegrip van intellektuele eiendom, kopiereg en reëls aangaande plagiaat;*
- *vermoë om die wetenskaplike metode te kan selekteer, evalueer en toepas;*
- *om eksperimente met behulp van mikro-wetenskaptoerusting te kan ontwerp en uitvoer, ten einde probleme binne hierdie modulekonteks te kan oplos;*
- *geïntegreerde begrip aangaande die vereistes van die Nasionale Beleidsdokument (KABV) ten opsigte van Fisiese Wetenskappe in die VOO-fase, sowel as begrip aangaande die verband tussen hierdie dokument en ander onderwysvelde;*
- *besinning oor waardes, etiese optrede en geregverdigde besluitneming, ten einde 'n bewustheid en verantwoordelikheid aangaande die interaksie tussen Wetenskap, Tegnologie en die samelewing te kan demonstreer; en*
- *begrip aangaande aanvegbare kennis binne die veld van konstruktivisme, asook kritiese evaluering aangaande konstruktivisme as 'n leerteorie, ten einde bogenoemde chemiese konsepte beter te kan begryp.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Physical Science: Electricity and Magnetism, Oscillations and Waves in the Senior/FET Phase

Titel: Fisiese Wetenskappe: Elektrisiteit en Magnetisme, Ossillasies en Golwe in die Senior/VOO-Fase

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

- integrated knowledge and understanding of oscillations and waves, magnetic forces and fields, electro-magnetic induction and simple alternating currents;
- ability to identify a variety of applicable procedures and methods, and apply to them to solve problems which will result in changes in practice;
- ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module;
- ability to act as a manager of a group during the solution of contextual problems and to monitor the group's progress; and
- ability to monitor one's own learning and to determine its progress.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande ossillasies en golwe, magnetiese kragte en velde, elektromagnetiese installering en eenvoudige wisselstrome;*
- *vermoë om 'n verskeidenheid toepaslike prosedures en metodes te kan identifiseer en toepas, ten einde probleme wat tot praktykverandering aanleiding kan gee, te kan oplos;*
- *vermoë om wetenskaplike ondersoekmetodes te kan identifiseer, evalueer en toepas, ten einde wetenskaplike probleme binne die konteks van hierdie module te kan oplos;*
- *vermoë om tydens die oplossing van kontekstuele probleme as groepbestuurder te kan optree, asook groepvordering te kan monitor; en*

- *vermoë om sy/haar eie leerbehoeftes te kan monitor en sy/haar eie leervordering te kan bepaal.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE412**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Physical Science: Physical and Geometric Optics and Theory of Heat in the Senior/FET Phase
Titel: Fisiese Wetenskappe: Fisiese en Geometriese Optika en Teorie van Hitte in die Senior/VOO-Fase

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

- integrated knowledge and understanding of the wave and particle theory of light, the reflection and dispersion of light and heat, the transfer of heat, and laws of thermodynamics;
- ability to identify a variety of appropriate procedures and methods, to evaluate and apply them to the solution of problems within the context of this module;
- ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module;
- ability to manage a group during the solution of contextual problems, and to be able to monitor the progress of the group; and
- ability to monitor one's own learning and to determine its progress.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande die Golf en Deeltjie-Fisikateorie van lig, die weerkaatsing en dispersie van lig en hitte, asook wette van termodinamika;*
- *vermoë om 'n verskeidenheid toepaslike prosedures en metodes te kan identifiseer, ten einde dit te kan evalueer en op die oplossing van probleme binne hierdie modulekonteks te kan toepas;*
- *vermoë om wetenskaplike ondersoekmetodes te kan identifiseer, evalueer en toepas, ten einde wetenskaplike probleme binne die konteks van hierdie module te kan oplos;*
- *vermoë om tydens die oplossing van kontekstuele probleme as groepbestuurder te kan optree, asook groepvordering te kan monitor; en*
- *vermoë om sy/haar eie leerbehoeftes te kan monitor en sy/haar eie leervordering te kan bepaal.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **PHSE422**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Physical Science: Chemistry and Chemical Industries in the Senior/FET Phase
Titel: Fisiese Wetenskappe: Skeikunde en Chemiese Nywerhede in die Senior/VOO-Fase

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

- integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like:
  - Gas laws,
  - Electrochemistry, and
  - Chemical Industry;
- ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;
- accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism;
- ability to select, evaluate and apply the scientific method to
- design and execute experiments using micro science kits to resolve problems within the context of this module;
- integrated understanding of the demands of the National Policy documents (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education;
- reflection on values, ethical conduct and justifiable decision making, demonstrating an awareness of and a responsibility towards the interaction between science, technology and society;
- understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts; and
- ability to take full responsibility for own learning needs and utilize relevant learning strategies to successfully realize all outcomes of this module.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om chemiese konsepte soos die volgende korrek te kan evalueer en toepas:*
  - *Gaswette,*
  - *Elektrochemie, en*
  - *Chemiese nywerheid;*
- *die vermoë om 'n reeks verskillende, maar tog toepaslike, berekenings te kan selekteer, evalueer en toepas, ten einde probleme aangaande bogenoemde konsepte binne bekende en onbekende kontekste te kan oplos;*
- *akkurate en samehangende, skriftelike en mondelinge kommunikasie van chemiese konsepte, met inbegrip van intellektuele eiendom, kopiereg en reëls aangaande plagiaat;*
- *die vermoë om die wetenskaplike metode te kan selekteer, evalueer en toepas;*
- *die vermoë om eksperimente met behulp van mikrowetenskapstoerusting te kan ontwerp en uitvoer, ten einde probleme binne hierdie modulekonteks te kan oplos;*
- *geïntegreerde begrip aangaande die vereistes van die Nasionale Beleidsdokument (KABV) ten opsigte van Fisiese Wetenskappe in die VOO-fase, sowel as begrip aangaande die verband tussen hierdie dokument en ander onderwysvelde;*
- *besinning oor waardes, etiese optrede en geregverdigde besluitneming, ten einde 'n bewustheid en verantwoordelikheid aangaande die interaksie tussen Wetenskap, Tegnologie en die samelewing te kan demonstreer;*
- *begrip aangaande aanvegbare kennis binne die veld van konstruktivisme, asook kritiese evaluering aangaande konstruktivisme as 'n leerteorie, ten einde bogenoemde chemiese konsepte beter te kan begryp; en*
- *die vermoë om volle verantwoordelikheid vir eie leerbehoeftes te kan aanvaar en om toepaslike leerstrategieë te kan gebruik, ten einde alle uitkomste van hierdie module te kan verwesenlik.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **READ121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Strategic Reading in Content Areas
Titel: Strategiese Lees binne Inhoudsdomeine

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

- ability to identify and plan the reading demands of the task;
- ability to formulate a purpose for his/her reading;
- ability to formulate appropriate questions to guide his/her reading;
- ability to select the most effective reading technique and reading rate for his/her identified purpose;

- ability to apply the most effective and efficient reading strategy/strategies to his/her reading;
- ability to read with comprehension at a level appropriate for first-year students;
- ability to monitor his/her comprehension;
- ability to regulate his/her strategies if comprehension should break down; and
- ability to identify what reading skills he/she currently use.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om die leesvereistes aangaande die taak te kan identifiseer en beplan;*
- *vermoë om 'n doel vir sy/haar lees te kan formuleer;*
- *vermoë om toepaslike vrae, ten einde sy/haar lees te kan rig, te kan formuleer;*
- *vermoë om die mees doeltreffende leestegnieke en leesspoed ten opsigte van sy/haar geïdentifiseerde doel te kan selekteer;*
- *vermoë om die mees effektiewe en doeltreffende leesstrategie/-ë op sy/haar lees te kan toepas;*
- *vermoë om met begrip op 'n toepaslike vlak vir eerstejaarstudente te kan lees;*
- *vermoë om sy/haar begrip te kan monitor;*
- *vermoë om sy/haar strategieë te kan reguleer, indien begrip verlore raak; en*
- *vermoë om sy/haar huidige leesvaardighede te kan identifiseer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **RESF423**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Introduction to Research in Education

Titel: Inleiding tot Navorsing in Onderwys

After completion of this module the student will demonstrate:

- systematic and comprehensive knowledge and understanding of the key concepts, principles, and theories of education research, within the broader context of social science research;
- an application of contested research knowledge, and a critical evaluation of the applicability of research in the field of education;
- an ability to use literature to gain informed insight into the topic of research;
- an ability to evaluate action research, qualitative and quantitative research methods relevant in the field of education and a critical evaluation of the applicability thereof;
- ability to select, evaluate and apply an appropriate research methodology and scientific methods of enquiry to plan and write a research proposal/plan;
- an ability to design trustworthy, reliable, and valid data collection and data analysis methods;
- an ability to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of scientific research.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- sistematiese en omvattende kennis en begrip van die sleutelkonsepte, beginsels en teorieë van onderwysnavorsing, binne die breër konteks van sosiaalwetenskaplike navorsing;
- 'n toepassing van betwiste navorsingskennis, en 'n kritiese evaluering van die toepaslikheid van navorsing in die onderwysveld;
- die vermoë om literatuur te gebruik om ingeligte insig in die onderwerp van navorsing te verkry;
- 'n vermoë om aksienavorsing, kwalitatiewe en kwantitatiewe navorsingsmetodes relevant in die onderwysveld te evalueer en 'n kritiese evaluering van die toepaslikheid daarvan;
- vermoë om 'n toepaslike navorsingsmetodologie en wetenskaplike metodes van ondersoek te kies, te evalueer en toe te pas om 'n navorsingsvoorstel/plan te beplan en te skryf;
- 'n vermoë om betroubare en geldige data-insameling en data-analise metodes te ontwerp;
- 'n vermoë om te besin oor waardes, etiese gedrag en regverdigbare besluitneming wat geskik is vir die beoefening van wetenskaplike navorsing.

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Setswana First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: Setswana Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to SAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of SAL learners L1 and language varieties and build on these skills as a foundation for learning Setswana;
- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Setswana;
- apply their knowledge of the role of individual learner variables in the process of learning Setswana; and
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op SAT-leerders op 'n akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-ontwikkeling verskil van T2-ontwikkeling;*
- *die belangrikheid van SAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik om die T2 te bou;*
- *in 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van SAT beïnvloed;*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van SAT; en*
- *beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEAF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: Setswana Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),

- Phonological skill,
- Printed word recognition,
- Spelling,
- Reading fluency,
- Reading comprehension,
- Written expression;

- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*
  - *Leesvloeiendheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer;*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: Setswana Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding to enhance communication between home and school in order to facilitate SAL teaching and build an ethically responsible understanding, as well as an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate SAL teaching and build ethically responsible partnerships with SAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer;*
- *ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om SAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer;*
- *die vermoë om kommunikasie tussen huis en skool te bevorder om SAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die SAT-gesinne;*
- *'n ingeligte begrip van en aanwending van konsepte oor die interverhouding tussen taal en kultuur;*
- *die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende kulture oor die wêreld en spesifieke kultuur van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes;*
- *die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders;*
- *die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur; en*
- *'n goeie begrip van die verskillende tipes kinderliteratuur, met die fokus op prenteboeke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: Setswana Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help SAL learners develop oral, reading and writing skills in Setswana;
- detailed knowledge of rhetorical and discourse structures so as to apply it to SAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om SAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in Setswana;*
- *diepgaande kennis van retoriese en diskoersstrukture om in SAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Setswana Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse SAL learners;
- an understanding of a range of methods, activities and tasks and an assessment of their suitability for SAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials (related to listening, speaking, reading and writing skills) according to the appropriate age groups;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance SAL teaching and learning; and
- integrated knowledge and understanding of children's literature in the genres fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse SAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir SAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal (wat verband hou met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe;*
- *die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van SAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer;*
- *integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature

Titel: Setswana Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of SAL assessment;
- an ability to integrate multiple sources of knowledge related to SAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate assessment data in order to inform the teaching decision-making process in an ethically responsible manner;
- an ability to present and communicate SAL assessment results ethically and in an academic manner to a range of audiences offering creative insights and interpretations of the language components;
- the ability to theoretically and critically engage with children's literature through linking the various types of children's literature to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van SAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende SAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*
- *die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om SAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering;*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SECL121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Language of Conversational Competence: Setswana

Titel: Setswana: Basiese Gesprekskommunikasie

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

- functional employment knowledge of the grammatical structures of Setswana;
- a functional vocabulary for basic inter-personal communication;
- elementary individual listening and writing skills in Setswana; and
- knowledge of Batswana culture.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *funksionele gebruikskennis van grammatikale strukture van Setswana;*
- *'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;*
- *elementêre individuele luister- en skryfvaardighede in Setswana; en*

- *kennis van Batswana kultuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Setswana Home Language FP: Foundational Knowledge and Multicultural Children's Literature

Titel: Setswana Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating independent research in an academically acceptable manner.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*
  - *Leesvlotheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*
  - *Diskoers (aaneengeskakelde teksvlak) prosessering;*
- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *die vermoë om 'n oorsig te gee van die geskiedenis van kinderliteratuur en om te onderskei tussen verskillende soorte kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: Setswana Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of Setswana phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- knowledge and an informed understanding or relevant theories and empirical research underlying learners` responses to children`s literature and the value of children`s literature;
- knowledge of and engagement in research related to the fundamentals of language assessment; and

- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van Setswana foneme) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van Setswana) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.), en klankbewustheid;*
- *vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *kennis en ingeligte begrip of relevante teorieë en empiriese navorsing onderliggend aan leerders se reaksies op kinders se literatuur en die waarde van kinderliteratuur;*
- *kennis van en betrokkenheid by navorsing wat verband hou met die grondslae van taalassessering; en*
- *vermoë om verskeie kennisbronne in verband met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te ondersoek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: Setswana Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- detailed knowledge and an understanding of morphology (the words of Setswana) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Setswana spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin).
- ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- ability to select, differentiate between, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- ability to work together in a community co-operatively and systematically to identify authentic communication needs; and
- ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *uitgebreide kennis en begrip van morfologie (die woorde van Setswana) soos dit verband hou met die onderrig van klanke en spelling, die verskillende strukture van taal wat die Setswana-spellingsisteem onderliggend is (bv. Foneme-grafeem, lettergreeppatrone, morfeemeenhede in drukskrif, en woord oorsprong).*
- *vermoë om die organiserende beginsels van die Setswana-spellingsisteem by die klank-, lettergreep- en morfeme-vlakke te gebruik ten einde leerder vordering en of probleme op hierdie vlakke te identifiseer;*
- *vermoë om eksplisiete teenoor nie-eksplisiete, sistematiese vs nie-sistematiese en sekwensiële vs nie-opeenvolgende klanke-instruksies te kies, te onderskei, te evalueer en toe te pas deur gebruik te maak van ontwikkelingsgeskikte bronne in 'n klas met diverse leerders.*
- *vermoë om beginsels toe te pas vir die kies en evaluering van toepaslike literatuur vir kinders in 'n multikulturele samelewing;*
- *vermoë om samewerkend en sistematies saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer; en*
- *vermoë om outentieke gemeenskapsbehoeftes aan te spreek en betrokke te raak by sistematiese refleksie om akademiese doelwitte te bereik, hul persoonlike en professionele vorming te verbeter en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language FP: Semantics, Vocabulary and Picture Books

Titel: Setswana Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- ability to analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (taalkundige betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woord betekenis sowel as frase en sin betekenis as dit verband hou met woordeskatonderrig en leer;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig te kies, te evalueer en toe te pas op grond van 'n analise van leerderbehoeftes;*
- *vermoë om gevorderde tegnieke vir woordeskatonderrig te analiseer, te selekteer en toe te pas voor, tydens en na lees, gebaseer op 'n analise en evaluering van bewysgebaseerde praktyk wat verband hou met woordeskatonderrig en -leer;*
- *vermoë om die rol van woordeskatontwikkeling en woordeskatkennis in begrip, te ontleed en te reflekteer deur die inligting samehangend te kommunikeer deur gebruik te maak van toepaslike akademiese konvensies;*
- *vermoë om in 'n groep te werk om inligting akkuraat, samehangend en op eties-verantwoordelike wyse op kunstenaars en hul illustrasies van kinderliteratuur te versamel, evalueer en te kommunikeer; en*
- *begrip van die verskillende soorte kinderliteratuur, spesifiek gefokus op prentboeke, en die vermoë om prentboeke te selekteer en te implementeer in hul onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: Setswana Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;

- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- the ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry and biographies;
- ability to critically analyse texts from a range of Children`s literature; and
- engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility .

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor Setswana sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poësie en biografieë;*
- *vermoë om tekste uit 'n verskeidenheid kinders se literatuur krities te ontleed; en*
- *betrokkenheid by stelselmatige refleksie tydens die diensleerprojek ten einde akademiese doelwitte te bereik, hul persoonlike en professionele vorming te verbeter en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: Setswana Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and
- ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatika soos dit verband hou met begripsonderrig en leer;*
- *vermoë om kennis oor teks-, lees-, taak- en konteksveranderlikes te evalueer wat 'n impak op begripuitkomste het;*
- *vermoë om eties-verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na lees en wat reflektiewe leeswerk deur alle leerders bevorder;*
- *begrip van die konseptuele modelle wat verband hou met die psigologie van lees;*
- *geïntegreerde kennis van die belangrikste teksgenres ten einde verantwoordelike onderwyspraktyk te verseker;*
- *vermoë om op eties verantwoordelike maniere assesseringstrategieë te kies en te bestuur wat leerders die geleentheid bied om begrip te demonstreer;*
- *vermoë om te vergelyk en te onderskei tussen tradisionele literatuur en inligtingstekste ten einde goed gevormde argumente te kommunikeer; en*
- *vermoë om tradisionele literatuur sowel as inligtingstekste in hul onderrig te integreer en toe te pas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Setswana Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - mechanics and conventions of writing,
  - composition,
  - revision,
  - editing processes;
- ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participate in positive social change through the process of producing a capstone project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die hoofkomponente en prosesse van geskrewe uitdrukking en hul interaksie (bv. Basiese skryf- / transkripsievaardighede versus teksgenerasie);*
- *vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur bewysgebaseerde praktyk toe te pas:*
  - *meganika en konvensies van skryfwerk,*
  - *samestelling,*
  - *hersiening,*
  - *wysigingsprosesse;*
- *vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van letterbenoeming en lettervorming, beide manuskrip en kursief, om onderwys by leerderbehoeftes aan te pas;*
- *vermoë om tegnieke vir die onderrig van handskrifsvlotheid te selekteer en toe te pas;*

- *geïntegreerde kennis en begrip van kinderliteratuur, spesifiek fantasie, wetenskapfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur die proses van die vervaardiging van 'n "capstone" projek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Setswana Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature

Titel: Setswana Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verband hou met die grondslae van taalassessering;*
- *vermoë om verskeie kennisbronne in verband met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te ondersoek;*
- *vermoë om assesseringsdata te versamel, taalassesseringsinligting te sintetiseer en te evalueer, ten einde die onderrigbesluitnemingsproses eties en verantwoordelik in te lig;*
- *vermoë om assesseringsresultate eties en op akademies akkurate wyse aan te bied aan 'n verskeidenheid gehore, terwyl kreatiewe insigte en streng interpretasies van die taalkomponente wat geassesseer word gebied word;*
- *vermoë om teoreties met kinderliteratuur betrokke te raak deur die verskillende tipes te koppel aan 'n kritiese benadering; en*
- *vermoë om eties te reflekteer oor omstrede kwessies in kinderliteratuur en hoe om hierdie kwessies in die onderwyspraktyk te hanteer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Setswana Home Language: Introductory Linguistics, Instructional Perspectives and Types of Literatures

Titel: Setswana Huistaal: Inleidende Linguistiek, Onderrigperspektiewe en Letterkundetipes

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

- ability of differentiate between the three levels of Languages (Home Language, First and Second Additional Language);
- foundational knowledge and an informed understanding of linguistics and describe the socio-cultural foundations of learning a Home Language, its development;
- foundational knowledge and an informed understanding of different literatures that are relevant to Intermediate phase learners and describe the cultural, indigenous knowledge systems and diversity aspects that are reflected in them; and
- understanding of various instructional methods in linguistics and literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om tussen die drie taalvlakke (Huistaal, Eerste en Tweede Addisionele Taal) te kan onderskei;*
- *fundamentele kennis en deeglike begrip aangaande linguistiek, en om die sosiokulturele grondbeginsels van leer in 'n Huistaal, asook die ontwikkeling daarvan, te kan beskryf;*
- *fundamentele kennis en deeglike begrip aangaande verskillende letterkundetipes, soos van toepassing op Intermediêrefase-leerders, en om die kulturele, inheemse kennisstelsels en diversiteitsaspekte wat daardeur weerspieël word, te kan beskryf; en*
- *begrip aangaande verskeie onderrigmetodes ten opsigte van linguistiek en letterkunde.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: Phonetics, Phonology, Instructional Methods and Speaking Skills

Titel: Setswana Huistaal: Fonetiek, Fonologie, Onderrigmetodes en Spraakvaardighede

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

- knowledge and an informed understanding of phonetics (the sounds of Setswana phonemes) in terms of how speech sounds are produced and characterised;
- detailed knowledge and an informed understanding of phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.);
- detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject; and
- understanding of various aspects that detail auditory abilities of an Intermediate phase learner and the ability to engage learners in improving their auditory and speaking skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande fonetiek (die klanke van Setswana-foneme) ten opsigte van die wyse waarop spraakklanke voortgebring en gekarakteriseer word;*
- *grondige kennis en begrip aangaande fonologie (die Setswana-klankpatrone), soos dit met klankvormingstelsels en -patrone in menslike taal verband hou (bv. die volgorde waarin spraakklanke gekombineer word, die aksent en klempatrone wat tipies op woorde en frases toegepas word, ens.);*
- *grondige kennis en begrip aangaande onderrigmetodes en -strategieë ten opsigte van die onderrig van 'n Huistaal as vak; en*
- *begrip aangaande verskeie aspekte wat die luistervaardighede van 'n Intermediêrefase-leerder omskryf, asook die vermoë om leerders by die verbetering van hulle luister- en spraakvaardighede betrokke te kan kry.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: History of Literatures, Morphology, the Study of Children`s Literature, Reading and Visual Skills

Titel: Setswana Huistaal: Geskiedenis van Letterkunde, die Studie van Literatuur, Lees- en Visuele Vaardighede

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

- knowledge and an understanding of the history of literatures (different genres);
- ability to analytically interpret children`s literature;
- knowledge and an informed understanding of relevant theories and research on children`s literature and folktales and their value;
- detailed knowledge of paradigmatic Morphology of the Setswana noun, pronouns and adjectives;
- ability to describe instructional activities that are relevant to the teaching of nouns and pronouns;
- knowledge and ability to apply instructional activities in a literature classroom;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs; and
- detailed knowledge of visual skills and how to assess it.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip aangaande die geskiedenis van letterkunde (verskillende genres);*
- *die vermoë om kinderliteratuur analities te kan interpreteer;*
- *kennis en grondige begrip aangaande toepaslike teorieë en navorsing ten opsigte van kinderliteratuur en volksverhale en die waarde daarvan;*
- *grondige kennis aangaande paradigmatiese Morfologie ten opsigte van Setswana-selfstandige naamwoorde, -voornaamwoorde en -byvoeglike naamwoorde;*
- *die vermoë om toepaslike onderrigaktiwiteite vir die onderrig van selfstandige naamwoorde en voornaamwoorde te kan beskryf;*
- *die kennis en vermoë om onderrigaktiwiteite in 'n letterkundeklaskamer te kan toepas;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge leeswerk, stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *die vermoë om inligting aangaande die rol van vlotheid in leesontwikkeling te kan insamel en analiseer, asook om sy/haar idees met behulp van goedgeformuleerde en samehangend-gestelde beredenering te kan aanbied;*
- *begrip aangaande en die vermoë om 'n reeks metodes, aktiwiteite en tegnieke te kan toepas, ten einde vlotheid te kan versterk en leerders se diverse behoeftes te kan aanspreek; en*
- *grondige kennis van visuele vaardighede, asook die assessering daarvan.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: Morphology, Children`s Literature, Instructional Methods, Reading and Assessment

Titel: Setswana Huistaal: Morfologie, Kinderliteratuur, Onderrigmetodes, Leeswerk en Assessering

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

- detailed knowledge and an understanding of paradigmatic morphology as it relates to the structure of the Setswana verb, particles, and conjunctions;
- ability to spell the above words correctly;
- ability to describe instructional activities that are relevant to the teaching of verbs, particles and conjunctions;
- ability to apply principles for selecting and evaluating appropriate literature for children and Setswana Folktales that reveals diversity aspects, cultural and indigenous knowledge;
- understanding and ability to interrogate and bring up a solution to problems experienced by Intermediate phase learners in reading; and
- detailed knowledge of the principles of assessment in a Language classroom.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande paradigmatiese Morfologie, soos dit met die struktuur van Setswana-werkwoorde, -deelwoorde en -voegwoorde verband hou;*
- *die vermoë om bogenoemde woorde korrek te kan spel;*
- *die vermoë om toepaslike onderrigaktiwiteite vir die onderrig van werkwoorde, deelwoorde en voegwoorde te kan beskryf;*
- *die vermoë om beginsels aangaande toepaslike kinderliteratuur en Setswana-volksverhale wat diversiteitsaspekte, kulturele en inheemse kennis openbaar, te kan selekteer en evalueer;*
- *begrip aangaande en die vermoë om leesprobleme van Intermediêrefase-leerders te kan bevraagteken en oplos; en*
- *grondige kennis aangaande die assesseringsbeginsels in 'n Taalklaskamer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI312**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language: Morphology, Syntax, Traditional Literature and Writing

Titel: Setswana Huistaal: Morfologie, Sintaksis, Tradisionele Letterkunde en Skryfwerk

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

- ability to form the correct Setswana sentences and analysing their structures;
- detailed knowledge of the components and combinatory rules of word groups;
- understanding of the syntactic adverbs and interjections and they are used in sentences;
- integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- integrated knowledge of different types of literature for children, namely traditional and poetry;
- ability to critically analyse texts from a range of literature for children;
- ability to theoretically engage with children's literature through linking the various types to critical approach;
- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing,
  - Composition,
  - Revision, and
  - Editing processes; and
- writing instruction based on the evidence-based practice related to writing.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om die korrekte Setswana-sinne te kan vorm en die sinstrukture te kan analiseer;*
- *grondige kennis aangaande die komponente en kombinatoriese reëls van woordgroepe;*
- *begrip aangaande sintaktiese bywoorde en tussenwerpsels en die wyse waarop dit in sinne gebruik word;*
- *geïntegreerde kennis aangaande en kritiese evaluering van navorsing oor Setswana-sintaksis, asook die verband daarvan met woordeskat, vlotheid en begrip in onderrig-leer;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge leeswerk, stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *geïntegreerde kennis aangaande verskillende tipes kinderliteratuur, naamlik tradisionele kinderliteratuur en poësie;*
- *die vermoë om tekste vanuit 'n reeks kinderliteratuurbronne krities te kan analiseer;*
- *die vermoë om teoreties by kinderliteratuur betrokke te kan raak deur die verband tussen verskillende tipes kinderliteratuur en kritiese benadering te kan aandui;*
- *geïntegreerde kennis aangaande en betrokkenheid by die hoofkomponente en -prosesse ten opsigte van geskrewe uitdrukking en die wyse waarop dit op mekaar inwerk (bv. basiese skryf-/transkripsievaardighede teenoor teksontwikkeling);*
- *die vermoë om graad- en ontwikkelingsverwagtinge van leerders wat op die volgende gebiede skryf, deur middel van bewys-gebaseerde praktyk te kan evalueer:*
  - *Meganika en skryfkonvensies,*
  - *Komposisie,*
  - *Hersiening, en*
  - *Redigeerprosesse; en*
- *skryfonderrig, op grond van bewys-gebaseerde praktyk aangaande skryfwerk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language: Semantics, Vocabulary, Creative Writing, Children`s Literature and Assessment

Titel: Setswana Huistaal: Semantiek, Woordeskat, Skeppende Skryfwerk, Kinderliteratuur en Assessering

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

- Integrated knowledge of semantics (linguistic meaning of words, phrases, idiomatic expressions, poetic language, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande Semantiek (linguistiese betekenis van woorde, frases, idiomatiese uitdrukkings, poëtiese taal, en sinne), asook begrip aangaande sleutelbegrippe, konsepte en reëls ten opsigte van woord-, asook frase- en sinsbetekenis, soos dit met woordeskatonderrig en -leer verband hou;*
- *die vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op grond van 'n analise van leerderbehoeftes oordeelkundig te kan evalueer en toepas;*
- *die vermoë om verskillende woordeskatonderrigtegnieke voor, tydens en na afloop van leeswerk te kan analiseer, selekteer en toepas op grond van 'n analise en evaluering van bewys-gebaseerde praktyk ten opsigte van woordeskatonderrig en -leer;*
- *besinning oor die rol van woordeskatontwikkeling en begripskennis en om dit deur middel van samehangende kommunikering van inligting te kan analiseer, met inbegrip van die gebruik van toepaslike akademiese konvensies;*
- *sy/haar vermoë om in 'n groep te kan werk, ten einde inligting akkuraat, samehangend en op 'n eties-verantwoordelike wyse te kan insamel, evalueer, kommunikeer en toepas op kunstenaars en hulle illustrasies van kinderliteratuur; en*
- *begrip aangaande die verskillende tipes kinderliteratuur, met spesifieke fokus op prenteboeke, en die vermoë om prenteboeke te kan selekteer en implementeer in sy/haar onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment

Titel: Setswana Huistaal: Diskoersanalise, Pragmatiek, Begrip, Nie-Literêre Tekste en Assessering

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments;
- ability to integrate and apply traditional literature as well as informational texts in their teaching
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices; and
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by diskoersanalise en pragmatiek, soos dit met begrip in onderrig-leer verband hou;*
- *die vermoë om kennis aangaande teks-, leser-, taak-, asook konteksveranderlikes wat 'n impak op begripsuitkomste kan hê, te kan evalueer;*
- *die vermoë om eties-verantwoordelike besluite te kan neem wat met die toepassing en evaluering van onderrigstrategieë, voor, tydens en na afloop van leeswerk verband hou en wat reflektiewe leer by alle leerders kan bevorder;*
- *begrip aangaande die konseptuele modelle wat met die sielkundige aspek van leeswerk verband hou;*
- *geïntegreerde kennis aangaande die belangrike teksgenres, ten einde verantwoordbare onderrigpraktyk te kan verseker;*
- *die vermoë om assesseringstrategieë op eties-verantwoordelike wyse te kan toepas, ten einde aan leerders geleenthede te kan bied om begrip te kan demonstreer;*

- *die vermoë om tussen tradisionele letterkunde en informele tekste te kan onderskei, ten einde deur middel van goed geformuleerde beredenering te kan kommunikeer;*
- *die vermoë om tradisionele letterkunde sowel as informele tekste in sy/haar onderrig te kan toepas;*
- *die vermoë om veelvoudige kennisbronne wat met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke verband hou, te kan bevraagteken; en*
- *die vermoë om assesseringsdata te kan insamel en taalassesseringsinligting te kan sintetiseer en evalueer, ten einde die onderrigbesluitnemingsproses eties-verantwoordelik te kan toelig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFI421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Setswana Home Language: Research – Literature, Linguistics, Instructional Methods and Assessment

Titel: Setswana Huistaal: Navorsing – Letterkunde, Linguistiek, Onderrigmetodes en Assessering

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

- integrated knowledge of and engagement with the literary theories in the analysis of literary texts;
- ability to integrate the didactic and literary theory during the lesson;
- ability to critically reflect on research-based principles for teaching a literary text applying various literary theories;
- ability to critically reflect on research-based principles for teaching grammatical aspects of language;
- ability to produce a literary text of Intermediate phase level;
- detailed knowledge of conducting research based on language, language in education related issues or literature or literature in education related issues.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by literêre teorieë tydens die analise van literêre tekste;*
- *vermoë om die didaktiese en literêre teorie tydens lesaanbieding te kan integreer;*
- *vermoë om krities oor navorsings-gebaseerde beginsels te kan besin, ten einde 'n literêre teks met behulp van die toepassing van verskeie literêre teorieë te kan onderrig;*
- *vermoë om krities oor navorsings-gebaseerde beginsels te kan besin, ten einde grammatikale taalaspekte te kan onderrig;*
- *die vermoë om 'n literêre teks op Intermediêrefase-vlak te kan produseer; en*
- *grondige kennis aangaande die onderneem van navorsing op grond van taal, taal in onderwysverwante kwessies, of letterkunde, of letterkunde in onderwysverwante kwessies.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Setswana Home Language: Phonetics, Phonology and Listening Skills and Youth Narratives and Methodologies

Titel: Setswana Huistaal: Fonetiek, Fonologie, en Luistervaardighede, Jeugvertellings en Metodologieë

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

- knowledge and an understanding of morphology (the words of Setswana) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Setswana spelling system (e.g. phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);
- ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- detailed knowledge and an informed understanding of phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g. the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.);
- detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject;
- understanding of various aspects that detail auditory abilities of a learner and the ability to engage learners in improving their auditory and speaking skills; and
- detailed knowledge of the elements of modern prose.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip aangaande morfologie (die Setswana-woorde), soos dit verband hou met die onderrig van fonetiek en spelling, asook die verskeie fundamentele taalstrukture van Setswana-spelling (bv. foneme-grafeme, lettergreeppatrone, gedrukte morfeemeenhede, en die ontstaan van woorde);*
- *vermoë om die organiseringsbeginsels van die Setswana-spelstelsel op die klank, lettergreep- en morfeemvlakke te kan gebruik, ten einde leerdervordering en/of probleme op sodanige vlakke te kan identifiseer;*
- *grondige kennis en begrip aangaande fonologie (die Setswana-klankpatrone), soos dit verband hou met spraakklankvormingstelsels en -patrone in menslike taal (bv. die volgorde in die kombinering van spraakklanke en aksent- en klempatrone wat tipies op woorde en frases toegepas word, ens.);*
- *grondige kennis en begrip aangaande onderrigmetodes en -strategieë wat gebruik kan word, ten einde Huistaal as 'n vak te kan onderrig;*
- *begrip aangaande verskeie aspekte wat die luistervaardighede van 'n leerder omskryf, asook die vermoë om leerders by die verbetering van hulle luister- en spraakvaardighede betrokke te kan kry; en*
- *grondige kennis aangaande die elemente van moderne prosa.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: Morphology, History of Setswana Orthography, Speaking Skills and Traditional Narratives and Methodologies

Titel: Setswana Huistaal: Morfologie, Geskiedenis van Setswana-Ortografie, Spraakvaardighede en Tradisionele Verhale en Metodologieë

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

- detailed knowledge, understanding, and application of paradigmatic morphology of the Setswana parts of speech;
- ability to describe instructional methods and activities that are relevant to the teaching of paradigmatic morphology;
- ability to trace and discuss the history of Setswana orthography;
- detailed knowledge and understanding of the elements of traditional prose;
- ability to use traditional prose to teach speaking skills;
- ability of understand the value of traditional prose to the Sr/FET Phase learners; and
- ability to describe instructional methods and activities that are relevant to the teaching of traditional prose.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande, asook toepassing van paradigmatiese Morfologie op die Setswana-rededele;*
- *vermoë om onderrigmetodes en -aktiwiteite, soos van toepassing op die onderrig van paradigmatiese Morfologie, te kan beskryf;*
- *vermoë om die geskiedenis van Setswana-ortografie te kan naspoor en bespreek;*

- *grondige kennis en begrip aangaande die elemente van tradisionele prosa;*
- *vermoë om tradisionele prosa te kan gebruik, ten einde spraakvaardighede te kan onderrig;*
- *vermoë om die waarde van tradisionele prosa vir Sr/VOO-faseleerders te kan begryp; en*
- *vermoë om onderrigmetodes en -aktiwiteite, soos van toepassing op die onderrig van tradisionele prosa, te kan beskryf.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: Syntax, Fluency, Poetry, Listening and Speaking Skills Integration and Methodologies

Titel: Setswana Huistaal: Sintaksis, Vlotheid, Poësie, Luister- en Spraakvaardigheidsintegrering en Metodologieë

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

- ability to form the correct Setswana sentences and to analyse their structures;
- detailed knowledge of the components and combinatory rules of word groups;
- detailed knowledge and an understanding of morpheme syntax;
- ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and/or problems at these levels;
- integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- ability to identify, analyse, evaluate and reflect on the role of fluency in silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- detailed knowledge and an informed understanding of poetic language and traditional and modern poetry;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components and poetry being assessed;
- understanding of the processes of listening and speaking skills; and
- detailed knowledge of instructional methods to teach any type of poetry.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om die korrekte Setswana-sinne te kan vorm en die sinstrukture te kan analiseer;*
- *grondige kennis aangaande die komponente en kombinatoriese reëls van woordgroepe;*
- *grondige kennis en begrip aangaande die sintaksis van morfeme;*
- *die vermoë om die organiseringsbeginsels van die Setswana-spelstelsel op die klank, lettergreep- en morfeemvlakke te kan gebruik, ten einde leerdervordering en/of probleme op sodanige vlakke te kan identifiseer;*
- *geïntegreerde kennis aangaande en kritiese evaluering van navorsing oor Setswana-sintaksis, asook die verband daarvan met woordeskat, vlotheid en begrip in onderrig-leer;*
- *vermoë om die rol van vlotheid in stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *grondige kennis en begrip aangaande poëtiese taal, asook tradisionele en moderne poësie;*
- *vermoë om assesseringsresultate op eties- en akademies-korrekte wyse aan 'n reeks gehore te kan kommunikeer en aanbied, met inbegrip van skeppende insigte en nougesette interpretering van die taalkomponente en poësie wat geassesseer word;*
- *begrip aangaande luister- en spraakvaardigheidsprosesse; en*
- *grondige kennis aangaande onderrigmetodes, ten einde enige tipe poësie te kan onderrig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: Multiculturalism, Multilingualism, Ubuntu in Educational Contexts, Dictionaries and Methodologies

Titel: Setswana Huistaal: Multikulturalisme, Veeltaligheid, Ubuntu Binne Opvoedkundige Tekste, Woordeboeke en Metodologieë

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

- detailed knowledge and an understanding of multilingualism in school settings;
- detailed knowledge and an understanding of multiculturalism in school settings;
- identify the types of dictionaries and their purpose;
- ability to use various types of dictionaries for specific purposes; and
- detailed knowledge to apply the principle of Ubuntu and diversity issues, including technology in instructions.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande veeltaligheid in die skoolopset;*
- *grondige kennis en begrip aangaande multikulturalisme in die skoolopset;*
- *identifisering van die tipes woordeboeke en die doel daarvan;*
- *vermoë om verskillende tipes woordeboeke vir 'n spesifieke doel te kan gebruik; en*
- *grondige kennis, ten einde die Ubuntu-beginsel en diversiteitskwessies in opdragte te kan toepas, met inbegrip van tegnologie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana Home Language: Semantics, Drama, Discourse Analysis, Pragmatics, Reading Skills and Methodologies

Titel: Setswana Huistaal: Semantiek, Drama, Diskoersanalise, Pragmatiek, Leesvaardighede en Metodologieë

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

- integrated knowledge of semantics (linguistic meaning of words, phrases, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning in higher grades;
- analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- understanding of and the ability to apply the range of methods, activities, and techniques for enhancing reading skills;

- integrated knowledge of different types of dramas;
- ability to critically analyse drama texts from a range of youth literature, also applying the relevant literary theories;
- detailed knowledge and an understanding of the design and implementation of the lesson plans on drama and reading skills which include visual skills; and
- ability to develop and apply different assessment techniques, tools, and methods.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande Semantiek (linguistiese betekenis van woorde, frases en sinne), asook begrip aangaande sleutelbegrippe, konsepte en reëls ten opsigte van woord-, asook frase- en sinsbetekenis, soos dit met woordeskatonderrig en -leer verband hou;*
- *vermoë om verskillende woordeskatonderrigtegnieke voor, tydens en na afloop van leeswerk te kan analiseer, selekteer en toepas op grond van 'n analise en evaluering van bewys-gebaseerde praktyk ten opsigte van woordeskatonderrig en -leer in hoër grade;*
- *besinning oor die rol van woordeskatontwikkeling en begripskennis en om dit deur middel van samehangende kommunikering van inligting te kan analiseer, met inbegrip van die gebruik van toepaslike akademiese konvensies;*
- *begrip aangaande en die vermoë om 'n reeks metodes, aktiwiteite en tegnieke te kan toepas, ten einde leesvaardighede te kan versterk;*
- *geïntegreerde kennis aangaande verskillende dramatipes;*
- *vermoë om dramatekste vanuit 'n reeks jeugliteratuurbronne krities te kan analiseer, asook om toepaslike literêre teorieë te kan toepas;*
- *grondige kennis en begrip aangaande die ontwerp en implementering van drama- en leesvaardigheidslesplanne, met inbegrip van visuele vaardighede; en*
- *vermoë om verskillende assesseringstegnieke, -instrumente en -metodes te kan ontwikkel en toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language: Comprehension, Reading, Creative Writing, Drama and Methodologies

Titel: Setswana Huistaal: Begrip, Leeswerk, Skeppende Skryfwerk, Drama en Metodologieë

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- understanding of the different types of dramas;
- integrated knowledge and engagement with drama texts and literary theories; and
- ability to implement relevant instructional methods and techniques in teaching drama and creative writing.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by diskoersanalise en pragmatiek, soos dit met begrip in onderrig-leer verband hou;*
- *vermoë om kennis aangaande teks-, leser-, taak-, asook konteksveranderlikes wat 'n impak op begripsuitkomste kan hê, te kan evalueer;*
- *vermoë om eties-verantwoordelike besluite te kan neem wat met die toepassing en evaluering van onderrigstrategieë, voor, tydens en na afloop van leeswerk verband hou en wat reflektiewe leer by alle leerders kan bevorder;*
- *begrip aangaande die konseptuele modelle wat met die sielkundige aspek van leeswerk verband hou;*
- *vermoë om assesseringstrategieë op eties-verantwoordelike wyse te kan toepas, ten einde aan leerders geleenthede te kan bied om begrip te kan demonstreer;*
- *begrip aangaande die verskillende dramatipes;*
- *geïntegreerde kennis aangaande en betrokkenheid by dramatekste en literêre teorieë; en*
- *vermoë om toepaslike onderrigmetodes en -tegnieke in drama-onderrig en skeppende skryfwerk te kan implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language: Biographies, Types of Informational Texts in Education and Methodologies

Titel: Setswana Huistaal: Biografieë, Inligtingstekstipes in die Onderwys en Metodologieë

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

- integrated knowledge and engagement with types of biographies;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate understanding of biographies;
- ability to compare and differentiate between types of biographies;
- ability to integrate and write and analyse informational texts;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices; and
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by biografie-tipes;*
- *vermoë om assesseringstrategieë op eties-verantwoordelike wyse te kan selekteer en toepas, ten einde aan leerders geleenthede te kan bied om begrip aangaande biografieë te kan demonstreer;*
- *vermoë om tussen verskillende biografie-tipes te kan onderskei en dit met mekaar te kan vergelyk;*
- *vermoë om inligtingstekste te kan analiseer, skryf en analiseer;*
- *vermoë om veelvoudige kennisbronne en die verband daarvan met taalassesseringsmetodes, -tegnieke, -instrumente en praktyke, te kan bevraagteken; en*
- *vermoë om assesseringsdata te kan insamel en taalassesseringsinligting te kan sintetiseer en evalueer, ten einde die onderrigbesluitnemingsproses eties-verantwoordelik te kan toelig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEFV421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana Home Language: Research, Literary Text Production and Methodologies

Titel: Setswana Huistaal: Navorsing, Literêre Teksproduksie en Metodologieë

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

- integrated knowledge of and engagement with the research milestones in the types of literature and linguistics;
- ability to critically reflect on research-based research milestones in literature and linguistics;
- ability to design a research project and use assessment techniques, methods and tools to asses it;
- ability to produce a short piece of literary text; and
- ability to produce other forms of texts.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by die navorsingsmylpale ten opsigte van literatuur- en linguistiektipes;*
- *vermoë om krities te kan besin oor navorsings-gebaseerde navorsingsmylpale aangaande literatuur en linguistiek;*
- *vermoë om 'n navorsingsprojek te kan ontwerp en om assesseringstegnieke, -metodes en -instrumente vir die assessering daarvan te kan gebruik;*
- *vermoë om 'n kort gedeelte van 'n literêre teks te kan produseer; en*
- *vermoë om ander teksvorme te kan produseer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SEIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase

Titel: Setswana Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase

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

- convey thorough knowledge of L1 and L2 acquisition through current and historical theory and research in language acquisition;
- provide a research-based explanation of how L1 development differs from L2 and what role L1 plays in teaching L2;
- illustrate the developmental stages of Grades 4 to 6 learners and explain individual learner needs; and
- apply principles for the selection and evaluation of appropriate multicultural children's and youth literature for children.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige vakkennis ten opsigte van T1 en T2 verwerwing deur middel van huidige en historiese teorie en navorsing in taalverwerwing te kan oordra;*
- *'n navorsingsgerigte verduideliking te kan gee oor hoe T1 ontwikkeling van T2 verskil en watter rol T1 speel in die onderrig van T2;*
- *kennis oor die ontwikkelingsfases van Graad 4 tot 6 leerders te kan illustreer en individuele leerderbehoeftes te kan verduidelik; en*
- *beginsels vir die seleksie en evaluasie van toepaslike multikulturele kinder – en jeugliteratuur vir kinders te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SEIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Setswana Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase

Titel: Setswana Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase

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

- knowledge of learners in terms of linguistic diversity as well as pronunciation differences between languages;
- ability to gather information based on the development of oral language and to compare it with:
  - word recognition,
  - spelling,
  - written expression;
- thorough knowledge that focuses on listening skills;
- thorough knowledge that focuses on speaking skills;
- ability to compile activities to promote listening and speaking skills; and
- thorough knowledge and understanding of vocabulary education.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van leerders in terme van linguistiese diversiteit asook uitspraakverskille tussen tale;*
- *vermoë om inligting gegrond op die ontwikkeling van mondelingetaal te versamel en vergelyk met:*
  - *woordherkenning,*
  - *spelling,*
  - *geskreweuitdrukking;*
- *grondige vakkennis wat fokus op luistervaardighede;*
- *grondige vakkennis wat fokus op praatvaardighede;*
- *vermoë om aktiwiteite saam te stel om luister en praatvaardighede te bevorder; en*
- *grondige kennis en begrip rakende woordeskatonderrig.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SEIP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Setswana Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase

Titel: Setswana Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase

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

- ability to identify and explain individual problems that arise during discussions of illustrations in books with regard to cultural identity;
- knowledge of the theoretical basis for the choice of different types of traditional stories and poems and the ability to select, evaluate and implement them in teaching activities;
- demonstrate ability to use a wide variety of sources, including the Internet, to learn about different cultures around the world and specific cultures of the diverse learners in South Africa; and

- integrated knowledge of the reading process and reading comprehension

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om individuele probleme wat kan ontstaan gedurende besprekings van illustrasies in boeke ten opsigte van kultuur identiteit te identifiseer en verduidelik;*
- *kennis oor die teoretiese begronding vir die keuse van verskillende tipes tradisionele verhale en gedigte en die vermoë om dit te selekteer, evalueer en te implementeer in onderrigaktiwiteite;*
- *vermoë illustreer om 'n wye verskeidenheid bronne, insluitend die internet, te gebruik om te leer oor verkillende kulture oor die wêreld en spesifieke kulture van die diverse leerders in Suid-Afrika; en*
- *geïntegreerde kennis van die leesproses en leesbegrip.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SEIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana Additional Language: Language Structures and -Education in the Intermediate Phase

Titel: Setswana Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase

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

- ability to understand and explain language as an integrated system;
- knowledge and understanding of the theoretical framework: part-to-whole and whole-to-parts;
- theoretical background to promote learners' writing skills;
- thorough knowledge of the developmental history of the Setswana vocabulary;
- knowledge of the basics of the Setswana spelling rules and the ability to use the Setswana Glossary and spelling rules in the classroom; and
- In-depth knowledge of the domains of language:
  - Semantics,
  - Syntax.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om taal as `n geïntegreerde sisteem te begryp en verduidelik;*
- *kennis en begrip van die teoretiese raamwerk: deel-na-geheel en geheel-na-dele;*
- *teoretiese agtergrond om leerders se skryfvaardighede te bevorder;*
- *grondige kennis van die ontwikkelingsgeskiedenis van die Setswana woordeskat;*
- *kennis oor die grondbeginsels van die Setswana spelreëls en die vermoë om die Setswana Woordelys en spelreëls in die klaskamer te gebruik; en*
- *diepgaande kennis van die domeine van taal:*
  - *Semantiek,*
  - *Sintaksis.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SEIP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Setswana Additional Language: Lesson Planning and Cycle Compositions

Titel: Setswana Addisionele Taal: Lesbeplanning en Siklussamestellings

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

- ability to demonstrate certain roles of the teacher regarding the teaching of Setswana as an additional language in a multicultural education context;
- taking into account critical issues (as in SEIP311) during the selection of themes for the cycle composition;
- ability to theoretically and critically deal with approaches to text selection for the cycle composition; and
- critical understanding of the process-approach during the teaching of an additional language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van Setswana as addisionele taal in 'n multikulturele onderwyskonteks te demonstreer;*
- *inagneming van kritiese kwessies (soos in SEIP311) tydens die seleksie van temas vir die siklussamestelling;*
- *vermoë om op teoretiese en kritiese wyse met benaderings ten opsigte van teks seleksie vir die siklussamestelling om te gaan; en*
- *kritiese begrip ten opsigte van die prosesbenadering tydens die onderrig van 'n addisionele taal.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SEIP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Setswana Additional Language: Assessment in the Intermediate Phase

Titel: Setswana Addisionele Taal: Assessering in die Intermediêrefase

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

- in depth knowledge of the difference between Home Language and First Additional Language assessment;
- ability to develop appropriate assessments that can be used to measure whether learners have mastered the following skills:
  - listening and talking,
  - reading and looking,
  - writing and presenting,
  - language structures and conventions;
- ability to interpret and apply the assessment program according to the NCAPS in the Setswana additional language class; and
- ability to calculate marks correctly and to report in the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *in diepte kennis oor die verskil tussen Huistaal en Eerste Addisionele Taal assessering;*
- *vermoë om toepaslike assesserings te ontwikkel waaraan gemeet kan word of leerders die volgende vaardighede bemeester het:*
  - *luister en praat,*
  - *lees en kyk,*

- *skryf en aanbied,*
- *taalstrukture en konvensies;*

- *vermoë om die assesseringsprogram volgens die NKABV te interpreteer en aan te wend in die Setswana addisionele taal klas; en*
- *vermoë om punte korrek te bereken en te rapporteer in die Intermediêrefase.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sesotho First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: Sesotho Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to SAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of SAL learners L1 and language varieties and build on these skills as a foundation for learning Sesotho;
- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Sesotho;
- apply their knowledge of the role of individual learner variables in the process of learning Sesotho; and
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op SAT-leerders op 'n akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-ontwikkeling verskil van T2-ontwikkeling;*
- *die belangrikheid van SAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik om die aanleer van Sesotho te bou;*
- *in 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van Sesotho beïnvloed;*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van Sesotho; en*
- *beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOAF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: Sesotho Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*
  - *Leesvloeiendheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer;*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: Sesotho Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding to enhance communication between home and school in order to facilitate SAL teaching and build an ethically responsible understanding, as well as an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate SAL teaching and build ethically responsible partnerships with SAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer;*
- *ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om SAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer;*
- *die vermoë om kommunikasie tussen huis en skool te bevorder om SAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die SAT-gesinne;*
- *'n ingeligte begrip van en aanwending van konsepte oor die interverhouding tussen taal en kultuur;*
- *die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende kulture oor die wêreld en spesifieke kultuur van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes;*
- *die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders;*
- *die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur; en*
- *'n goeie begrip van die verskillende tipes kinderliteratuur, met die fokus op prenteboeke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: Sesotho Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help SAL learners develop oral, reading and writing skills in Sesotho;
- detailed knowledge of rhetorical and discourse structures so as to apply it to SAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om SAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in Sesotho;*
- *diepgaande kennis van retoriese en diskoersstrukture om in SAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Sesotho Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse SAL learners;
- an understanding of a range of methods, activities and tasks and an assessment of their suitability for SAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials (related to listening, speaking, reading and writing skills) according to the appropriate age groups;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance SAL teaching and learning; and
- integrated knowledge and understanding of children's literature in the genres fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse SAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir SAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal (wat verband hou met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe;*
- *die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van SAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer;*
- *integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature

Titel: Sesotho Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of SAL assessment;
- an ability to integrate multiple sources of knowledge related to SAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate assessment data in order to inform the teaching decision-making process in an ethically responsible manner;
- an ability to present and communicate SAL assessment results ethically and in an academic manner to a range of audiences offering creative insights and interpretations of the language components;
- the ability to theoretically and critically engage with children's literature through linking the various types of children's literature to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van SAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende SAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*
- *die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om SAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering;*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sesotho Home Language FP: Foundational Knowledge and Multicultural Children's Literature

Titel: Sesotho Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating independent research in an academically acceptable manner.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*
  - *Leesvlotheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*
  - *Diskoers (aaneengeskakelde teksvlak) prosessering;*

- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *die vermoë om 'n oorsig te gee van die geskiedenis van kinderliteratuur en om te onderskei tussen verskillende soorte kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: Sesotho Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of Sesotho phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Sesotho) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- knowledge and an informed understanding or relevant theories and empirical research underlying learners` responses to children`s literature and the value of children`s literature;
- knowledge of and engagement in research related to the fundamentals of language assessment; and
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van 'n taal) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van 'n taal) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.); en Klankbewustheid;*
- *vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *vermoë om 'n oorsig van die geskiedenis van kinderliteratuur te gee en ook te onderskei tussen verskillende tipes kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer; en*
- *vermoë om koöperatief saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: Sesotho Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Sesotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Sesotho spelling system;
- ability to use the organising principles of the Sesotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- ability to work together in a community co-operatively and systematically to identify authentic communication needs; and
- ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde kennis en begrip van morfologie (die woorde van taal) wat verband hou met die onderrig van klankleer en spelling; van die verskillende taalstrukture wat die Sesotho spellingsisteem onderlê (bv. foneem-grafeem, lettergreeppatrone, ortografiese (gedrukte) morfeemeenhede en etimologie, woordoorsprong) en van algemene trekke van die historiese invloede op die Sesotho spellingsisteem;*
- *vermoë om die organiserende beginsels van die Sesotho spellingsisteem in terme van klank-, lettergreep- en morfeemvlakke te gebruik ten einde leerdervordering of -probleme op hierdie vlakke te identifiseer;*
- *vermoë om eksplisiete vs. non-eksplisiete, sistematiese vs. non-sistematiese en sekwensiële vs. non-sekwensiële klankleeronderrig te selekteer, te onderskei, te evalueer en toe te pas deur gepaste ontwikkelingsbronne te gebruik in 'n klas met diverse leerders;*
- *vermoë om beginsels toe te pas vir die seleksie en evaluering van gepaste literatuur vir kinders in 'n multikulturele samelewing;*
- *vermoë om koöperatief en sistematies saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer; en*
- *vermoë om outentieke gemeenskapsbehoeftes aan te spreek en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language FP: Semantics, Vocabulary and Picture Books

Titel: Sesotho Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and

- understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (linguistiese betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woordbetekenis, asook van frase- en sinsbetekenis wat betrekking het tot woordeskatonderrig en -leer;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op oordeelkundige wyse te selekteer, te evalueer en toe te pas op die analises van leerderbehoeftes;*
- *analise, seleksie en toepassing van verskillende tegnieke vir woordeskatonderrig voor, gedurende en ná lees wat gebaseer is op 'n analise en evaluasie van bewysgegronde oefeninge wat verband hou met woordeskatonderrig en -leer;*
- *rol van woordeskatontwikkeling en -kennis in terme van begrip te analiseer en te reflekteer daarop deur die inligting op duidelike wyse te kommunikeer deur middel van toepaslike akademiese konvensies;*
- *inwinning, evaluering en kommunikering van inligting in groepsverband oor kunstenaars en hul illustrering van kinderliteratuur op akkurate, duidelike en eties verantwoordelike wyse; en*
- *begrip van die verskillende tipes kinderliteratuur, met spesifieke fokus op prenteboeke en die vermoë om prenteboeke vir onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: Sesotho Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on Sesotho syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies; and
- engagement in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor Sesotho sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poëtiese, historiese fiksie en biografieë; en*
- *betrokkenheid in sistemiese refleksie tydens diensleer ter bereiking van akademiese uitkomste, persoonlike, professionele groei en ontwikkeling van sosiale verantwoordelikheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: Sesotho Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatiek soos dit betrekking het op die onderrig- en leerbegrip;*
- *vermoë om die kennis van teks, leser, taak, en konteksveranderlikes wat 'n impak op begripuitkomste het, te evalueer.*
- *vermoë om eties verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na die lees en wat reflektiewe lees deur al die leerders bevorder;*
- *begrip van die konseptuele modelle wat verband hou met die sielkunde van lees;*
- *geïntegreerde kennis van die grootste teks genres ten einde verantwoordelike onderrig te verseker;*
- *vermoë om op eties verantwoordelike wyse assesseringstrategieë wat aan leerders die geleentheid bied om begrip te demonstreer, te kies en te administreer;*
- *vermoë om tradisionele letterkunde en informatiewe tekste te vergelyk en te onderskei, ten einde goed gevormde argumente te kommunikeer; en vermoë om tradisionele letterkunde asook informatiewe tekste in hul onderrig te integreer en toe te pas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: Sesotho Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g. basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing,

- Composition,
- Revision, and
- Editing processes;

- ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participate in positive social change through the process of producing a capstone project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die belangrikste komponente en prosesse van geskrewe verwoording en hoe dit met mekaar in wisselwerking tree (bv. basiese skryf- en transkripsievaardighede versus teksgenerering);*
- *vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur middel van bewysgegronde praktyk:*
  - *Meganiese werking en konvensies van skryfwerk,*
  - *Setwerk,*
  - *Hersiening, en*
  - *Redigeringsprosesse;*
- *vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van letterbenoeming en -vorming vir beide hand- en kursiewe skrif, ten einde onderrig aan te pas by leerderbehoeftes.*
- *vermoë om tegnieke vir onderrig in handskrifvaardigheid te selekteer en toe te pas;*
- *geïntegreerde kennis en begrip van kinderliteratuur, met spesifieke verwysing na fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur middel van die diensleerprojek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Sesotho Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature

Titel: Sesotho Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verwant is aan die fundamentele aspekte van taalassessering;*
- *vermoë om veelvoudige kennisbronne, wat verband hou met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke, te raadpleeg;*
- *vermoë om assesseringsdata in te samel en taalassesseringsinligting te sintetiseer en evalueer ten einde op etiese en verantwoordelike wyse 'n ingeligte onderrigbesluitnemingsproses te verseker;*
- *vermoë om assesseringsresultate op etiese en akademies korrekte wyse aan te bied en te kommunikeer wat kreatiewe insigte en nougesette interpretasies van die taalkomponent wat assesseer word, bied aan 'n wye spektrum van gehore;*
- *vermoë om op teoretiese wyse betrokke te raak by kinderliteratuur deur die verskillende tipes met 'n kritiese benadering te koppel; en*
- *vermoë om op etiese wyse te reflekteer op kontroversiële kwessies in kinderliteratuur en hoe om hierdie kwessies te hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sesotho for the Intermediate Phase: Advanced Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling

Titel: Sesotho vir die Intermediêrefase: Gevorderde Sesotho-Fonetiek, Fonologie, Klankbewustheid en Spelling

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

- ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - phonological skill,
  - printed multiple word recognition,
  - spelling,
  - reading speed,
  - reading comprehension, and
  - written expression;
- ability to analyse and apply techniques for teaching handwriting fluency;
- ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - phonological (speech sound) processing,
  - orthographic (print) processing,
  - semantic (meaning) processing,
  - syntactic (sentence level) processing, and
  - discourse (connected text level) processing;
- ability to distinguish between and criticise the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology; and
- ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om inligting vanuit wetenskaplike, bewys-gebaseerde navorsingsbevindings, wat met die tipiese ontwikkelingsprogressie van onderstaande verband hou, te kan insamel en verifieer:*
  - *fonologiese vaardigheid,*
  - *veelvoudige gedrukte woordherkenning,*
  - *spelling,*
  - *leesspoed,*
  - *leesbegrip, en*
  - *skriftelike uitdrukking;*
- *vermoë om tegnieke aangaande die onderrig van handskrifvlotheid te kan analiseer en toepas;*
- *vermoë om inligting aangaande onderstaande taalverwerkingsvereistes ten opsigte van bekwame lees- en skryfwerk akkuraat en samehangend te kan kommunikeer:*
  - *fonologiese (spraak en klank) verwerking,*
  - *ortografiese (drukwerk) verwerking,*
  - *semantiese (betekenis) verwerking,*
  - *sintaktiese (op sinsvlak) verwerking, en*
  - *diskoers (verbonde aan teksvlak) -verwerking;*
- *vermoë om te kan onderskei tussen en veelvoudige faktore wat leerders se ontwikkeling en leer beïnvloed, te kan kritiseer (bv. omgewings-, kulturele, sosiale, linguistiese en speelfaktore, ens.), met inbegrip van die gebruik van toepaslike ontwikkelingspraktyke, ten einde sodanige faktore in die klaskamer te kan aanspreek;*
- *vermoë om lesse aangaande getalstelsels te kan beplan en aanbied, met inbegrip van die gebruikmaking van die voorgeskrewe en toepaslike Beleidsdokumente van die Departement van Onderwys en die integrering van gespesialiseerde kennis by toepaslike vakmetodologie; en*
- *vermoë om alle leerders (klasgroepe/individuele leerders) in 'n klaskamer te kan bestuur, asook om toepaslike metodes en aktiwiteite ten op opsigte van leerders wat op veelvoudige onderrigvlakke presteer, te kan selekteer en implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language for the Intermediate Phase: Introduction to the Study of the History of Children`s Literature – Picture Books

Titel: Sesotho Huistaal vir die Intermediêrefase: Inleiding tot die Studie van die Geskiedenis van Kinderliteratuur – Storieboeke

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

- ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner;
- ability to critically communicate information on the language processing requirements of proficient reading reliably, accurately and coherently;
- ability to distinguish between and analyse the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- ability to analyse all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om 'n oorsig van die geskiedenis van kinderliteratuur te kan aanbied, asook om deur middel van die kommunikering van sy/haar onafhanklike navorsing op 'n akademies-aanvaarbare wyse, tussen verskillende tipes kinderliteratuur te kan onderskei;*
- *vermoë om inligting aangaande die taalverwerkingsvaardighede ten opsigte van bekwame leeswerk, krities, betroubaar, akkuraat en samehangend te kan kommunikeer;*
- *vermoë om te kan onderskei tussen en veelvoudige faktore wat leerders se ontwikkeling en leer beïnvloed, te kan analiseer (bv. omgewings-, kulturele, sosiale, linguistiese en speelfaktore, ens.), met inbegrip van die gebruik van toepaslike ontwikkelingspraktyke, ten einde sodanige faktore in die klaskamer te kan aanspreek;*
- *vermoë om alle leerders (klasgroepe/individuele leerders) in 'n klaskamer te kan analiseer, asook om toepaslike metodes en aktiwiteite ten op opsigte van leerders wat op veelvoudige onderrigvlakke presteer, te kan selekteer en implementeer; en*
- *kennis en grondige begrip aangaande toepaslike en Fundamentele navosingsteorieë ten opsigte van leerderreaksie op kinderliteratuur, asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language for the Intermediate Phase: Development of Sesotho Syntax – Analysing Sesotho Morphology, Phonics, Word Construction and Alphabetic Principle

Titel: Sesotho Huistaal vir die Intermediêrefase: Ontwikkeling van Sesotho-Sintaksis – Analise van Sesotho-Morfologie, Fonetiek, Woordkonstruksie en Alfabetiese Beginsel

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

- detailed knowledge and an analysis of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the South Sotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);
- the ability to analyse the organising principles of the South Sotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and/or problems at these levels;
- demonstration of the knowledge of the Sesotho noun class table;
- the ability to differentiate between, evaluate and apply explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners; and
- the ability to analyse principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande die analise van morfologie (die woorde van taal), soos dit verband hou met die onderrig van fonetiek en spelling, asook die verskeie fundamentele strukture van die Suid-Sotho-spelstelsel (bv. foneme-grafeme, lettergreeppatrone, gedrukte morfeemeenhede, en die ontstaan van woorde);*
- *vermoë om die organiseringsbeginsels van die Suid-Sotho-spelstelsel op die klank, lettergreep- en morfeemvlakke te kan analiseer, ten einde leerdervordering en/of probleme op sodanige vlakke te kan identifiseer;*
- *demonstrasie van kennis aangaande die Sesotho-selfstandige naamwoordklassetabel;*
- *vermoë om te kan onderskei tussen en om eksplisiete vs. nie-eksplisiete, sistematiese vs. nie-sistematiese, en opvolgende vs. nie-opvolgende fonetiekonderrig te kan evalueer en toepas deur middel van die gebruik van toepaslike ontwikkelingshulpbronne in 'n diverse leerdergroep; en*
- *vermoë om beginsels aangaande die selektering en evaluering van toepaslike literatuur vir kinders binne 'n multikulturele samelewing te kan analiseer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language for the Intermediate Phase: Introduction to Traditional and Modern Poetry – Poetic Styles and Meaning

Titel: Sesotho Huistaal vir die Intermediêrefase: Inleiding tot Tradisionele en Moderne Poësie – Digtrant en Betekenis

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to select and analyse children's poetry and apply varied techniques for vocabulary and semantic interpretation;
- understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities; and
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande semantiek (linguistiese betekenis van woorde, frases en sinne), asook begrip aangaande sleutelbegrippe, konsepte en reëls ten opsigte van woord-, asook frase- en sinsbetekenis, soos dit met woordeskatonderrig en -leer verband hou;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op grond van ŉ analise van leerderbehoeftes oordeelkundig te kan evalueer en toepas;*
- *vermoë om kinderpoësie te kan selekteer en analiseer en om verskillende tegnieke ten opsigte van woordeskat- en semantiese interpretasie te kan toepas;*
- *begrip aangaande die verskillende tipes kinderliteratuur, met spesifieke fokus op storieboeke, asook die vermoë om storieboeke vir sy/haar onderrigaktiwiteite te kan selekteer en implementeer; en*
- *vermoë om in ŉ groep te kan werk, ten einde inligting akkuraat, samehangend en op ŉ eties-verantwoordelike wyse te kan insamel, evalueer, kommunikeer en toepas op kunstenaars en hulle illustrasies van kinderliteratuur*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI312**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language for the Intermediate Phase: Development of Vocabulary and Meaning – Dictionary Skills, Morphology and Analysis and Creation of Sentence Context

Titel: Sesotho Huistaal vir die Intermediêrefase: Ontwikkeling van Woordeskat en Betekenis – Woordeboekvaardighede, Morfologie en Analise en Skepping van Sinsverband

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

- the ability to form the correct Sesotho sentences and analysing their structures;
- detailed knowledge of the components and combinatory rules of word groups;
- an understanding of the syntactic adverbs and interjections and they are used in sentences;
- integrated knowledge and critical evaluation of research on Sesotho syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence- based research;
- integrated knowledge of different types of literature for children, namely traditional and poetry;
- the ability to critically analyse texts from a range of literature for Children;
- the ability to theoretically engage with children's literature through linking the various types to critical approach;
- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- the ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing.
  - Composition
  - Revision
  - Editing processes
- writing instruction based on the evidence-based practice related to writing;
- assess the writing skills of Intermediate phase learners;
- integrate basic skill instruction with composition in writing lessons;
- select and design activities to teach important components of writing, including mechanics/ conventions of writing, composition, and revision and editing processes;
- analyze learners' writing to determine specific instructional needs;
- provide specific, constructive feedback to learners targeted to learners' most critical needs in writing;
- teach research-based writing strategies such as those for planning, revising, and editing text; and
- teach writing (discourse) knowledge, such as the importance of writing for the intended audience, use of formal versus informal language, and various schemas for writing (e.g., reports versus narratives versus arguments).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om die korrekte Sesotho-sinne te vorm en die strukture daarvan te analiseer;*
- *gedetailleerde kennis van die komponente en kombinasiereëls van woordgroepe;*
- *'n begrip van die sintaktiese bywoorde en tussenwerpsels en hulle word in sinne gebruik;*
- *geïntegreerde kennis en kritiese evaluering van navorsing oor Sesotho-sintaksis en hoe dit verband hou met woordeskat, vlotheid en begrip onderrig en leer;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge lees, stillees, begrip van geskrewe diskoers en motivering om te lees te identifiseer, te analiseer, te evalueer en daaroor na te dink deur bewysgebaseerde navorsing krities te analiseer;*
- *geïntegreerde kennis van verskillende soorte literatuur vir kinders, naamlik tradisioneel en poësie;*
- *die vermoë om tekste uit 'n reeks literatuur vir kinders krities te ontleed;*
- *die vermoë om teoreties met kinderliteratuur om te gaan deur die verskillende tipes te koppel aan kritiese benadering;*
- *geïntegreerde kennis van en betrokkenheid by die belangrikste komponente en prosesse van geskrewe uitdrukking en hoe hulle interaksie het (bv. basiese skryf-/transkripsievaardighede versus teksgenerering);*
- *die vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur bewysgebaseerde praktyk toe te pas:*
  - *Meganika en skryfkonvensies.*
  - *Samestelling*
  - *Hersiening*
  - *Redigeringsprosesse*
- *skryfonderrig gebaseer op die bewysgebaseerde praktyk wat met skryf verband hou;*
- *assesseer die skryfvaardighede van Intermediêre fase-leerders;*
- *integreer basiese vaardigheidsonderrig met komposisie in skryflesse;*
- *kies en ontwerp aktiwiteite om belangrike komponente van skryf aan te leer, insluitend meganika/konvensies van skryf, komposisie en hersiening en redigeerprosesse;*
- *ontleed leerders se skryfwerk om spesifieke onderrigbehoeftes te bepaal;*
- *gee spesifieke, konstruktiewe terugvoer aan leerders gerig op leerders se mees kritieke behoeftes skriftelik;*
- *onderrig navorsingsgebaseerde skryfstrategieë soos dié vir beplanning, hersiening en redigering van teks; en*

- *leer skryf- (diskoers)kennis aan, soos die belangrikheid van skryf vir die beoogde gehoor, gebruik van formele versus informele taal, en verskeie skemas vir skryf (bv. verslae teenoor narratiewe teenoor argumente.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language for the Intermediate Phase: Creative and Critical Reading - Novels and Short Stories

Titel: Sesotho Huistaal vir die Intermediêrefase: Skeppende en Kritiese Leeswerk – Romans en Kortverhale

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

- integrated knowledge of semantics (linguistic meaning of words, phrases, idiomatic expressions, poetic language, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- an ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (linguistiese betekenis van woorde, frases, idiomatiese uitdrukkings, poëtiese taal en sinne) en 'n begrip van sleutelterme, konsepte en reëls van woordbetekenis sowel as frase- en sinbetekenis soos dit verband hou met woordeskatonderrig en leer;*
- *die vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig te kies, te evalueer en met onderskeiding toe te pas, gebaseer op 'n ontleding van leerderbehoeftes;*
- *'n vermoë om gevarieerde tegnieke vir woordeskatonderrig te analiseer, te selekteer en toe te pas voor, tydens en na lees gebaseer op 'n analise en evaluering van bewysgebaseerde praktyk wat met woordeskatonderrig en -leer verband hou;*
- *die rol van woordeskatontwikkeling en woordeskatkennis in begrip te ontleed en daaroor na te dink deur die inligting samehangend te kommunikeer deur toepaslike akademiese konvensies te gebruik;*
- *hul vermoë om in 'n groep te werk om inligting akkuraat, samehangend en op 'n eties verantwoordelike wyse oor kunstenaars en hul illustrasies van kinderliteratuur in te samel, te evalueer en te kommunikeer; en*
- *'n begrip van die verskillende tipes kinderliteratuur, wat spesifiek op prenteboeke fokus, en die vermoë om prenteboeke in hul onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language for the Intermediate Phase: Advanced Discourse Analysis – Paragraphing, Paraphrasing, Summarizing and Editing a Text

Titel: Sesotho Huistaal vir die Intermediêrefase: Gevorderde Diskoersanalise – Paragrafering, Parafrasering, Opsomming en Redigering van 'n Teks

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

- integrated knowledge and engagement with literary analysis and pragmatics as it relates to summarising, paragraphing and paraphrasing strategies;
- analysis of the different paragraphs and paraphrasing techniques;
- ability to compare oral and written story telling skills; and
- ability to integrate and apply traditional literature as well as informational texts in their summarising skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by literêre analise en pragmatiek, soos dit met opsomming-, paragrafering- en parafraseringstrategieë verband hou;*
- *analise van die verskillende paragraferings- en parafraseringstegnieke;*
- *vermoë om mondelinge en skriftelike storievertelvaardighede te kan vergelyk; en*
- *vermoë om tradisionele letterkunde, asook inligtingstekste by sy/haar opsommingsvaardighede te kan integreer en toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFI421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: Sesotho Home Language for the Intermediate Phase: Language Assessment and Critical Issues in Children's Literature

Titel: Sesotho Huistaal vir die Intermediêrefase: Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis aangaande en betrokkenheid by navorsing wat met die grondbeginsels van taalassessering verband hou;*
- *vermoë om veelvoudige kennisbronne wat met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke verband hou, te kan bevraagteken;*
- *vermoë om assesseringsdata te kan insamel, sintetiseer en evalueer, ten einde die onderrigbesluitnemingsproses eties-verantwoordelik te kan toelig;*
- *vermoë om assesseringsresultate op eties- en akademies-korrekte wyse aan 'n reeks gehore te kan kommunikeer en dit te kan aanbied, met inbegrip van skeppende insigte en nougesette interpretering van die taalkomponente wat geassesseer word;*
- *vermoë om teoreties by kinderliteratuur betrokke te kan raak deur verskillende tipes kinderliteratuur met 'n kritiese benadering in verband te kan bring; en*
- *vermoë om eties oor omstrede kwessies in kinderliteratuur, asook die hantering daarvan in die onderrigpraktyk, te kan besin.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Sesotho Home Language: Introduction to Complex Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling

Titel: Sesotho Huistaal: Inleiding tot Komplekse Sesotho-Fonetiek, Fonologie, Klankbewustheid en Spelling

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

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

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om inligting vanuit wetenskaplike, bewys-gebaseerde navorsingsbevindings, wat met die tipiese ontwikkelingsprogressie van onderstaande verband hou, te kan evalueer en verifieer:*
  - *fonologiese vaardigheid,*
  - *gedrukte woordherkenning,*
  - *spelling,*
  - *leesvlotheid,*
  - *leesbegrip, en*
  - *skriftelike uitdrukking;*
- *vermoë om tegnieke vir die onderrig van handskrifvlotheid te kan analiseer en toepas;*
- *vermoë om kritiese inligting aangaande onderstaande taalverwerkingsvereistes ten opsigte van bekwame lees- en skryfwerk akkuraat en samehangend te kan kommunikeer:*
  - *fonologiese (spraak en klank) verwerking,*
  - *ortografiese (drukwerk) verwerking,*
  - *semantiese (betekenis) verwerking,*
  - *sintaktiese (op sinsvlak) verwerking, en*
  - *diskoers (verbonde aan teksvlak) -verwerking;*
- *vermoë om te kan onderskei tussen en veelvoudige faktore wat leerders se ontwikkeling en leer beïnvloed, te kan evalueer (bv. omgewings-, kulturele-, sosiale-, linguistiese- en speelfaktore, ens.), met inbegrip van die gebruik van toepaslike ontwikkelingspraktyke, ten einde sodanige faktore in die klaskamer te kan aanspreek;*
- *vermoë om lesse aangaande getalstelsels te kan beplan en aanbied, met inbegrip van die gebruikmaking van die voorgeskrewe en toepaslike Beleidsdokumente van die Departement van Onderwys en die integrering van gespesialiseerde kennis by toepaslike vakmetodologie; en*
- *vermoë om alle leerders (klas/groepe/individuele leerders) in 'n klaskamer te kan assesseer, asook om toepaslike metodes en aktiwiteite ten op opsigte van leerders wat op veelvoudige onderrigvlakke presteer, te kan selekteer en implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language: Introduction to the Origin of Sesotho Literature

Titel: Sesotho Huistaal: Inleiding tot die Ontstaan van Sesotho-Letterkunde

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

- ability to critically present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner;
- ability to comparatively communicate information on the language processing requirements of proficient reading reliably, accurately and coherently;
- ability to compare between and evaluate the multiple factors (e.g. environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- ability to evaluate all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om 'n oorsig van die geskiedenis van kinderliteratuur krities te kan aanbied, asook om deur middel van die kommunikering van sy/haar onafhanklike navorsing op 'n akademies-aanvaarbare wyse, tussen verskillende tipes kinderliteratuur te kan onderskei;*
- *vermoë om inligting aangaande die taalverwerkingsvaardighede ten opsigte van bekwame leeswerk, vergelykend, betroubaar, akkuraat en samehangend te kan kommunikeer;*
- *vermoë om veelvoudige faktore wat leerders se ontwikkeling en leer beïnvloed, te kan vergelyk en evalueer (bv. omgewings-, kulturele, sosiale, linguistiese en speelfaktore, ens.), met inbegrip van die gebruik van toepaslike ontwikkelingspraktyke, ten einde sodanige faktore in die klaskamer te kan aanspreek;*
- *vermoë om alle leerders (klasgroepe/individuele leerders) in 'n klaskamer te kan evalueer, asook om toepaslike metodes en aktiwiteite ten op opsigte van leerders wat op veelvoudige onderrigvlakke presteer, te kan selekteer en implementeer; en*
- *kennis en grondige begrip aangaande toepaslike en fundamentele empiriese navosingsteorieë ten opsigte van leerderreaksie op kinderliteratuur, asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language: Development and Evaluation of Sesotho Syntax Fluency

Titel: Sesotho Huistaal: Ontwikkeling en Evaluering van Sesotho- Sintaksis en Vlotheid van Spraak

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

- advanced knowledge and an interpretation of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the South Sotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);
- ability to compare the organising principles of the South Sotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- demonstration of the critical analysis of the Sesotho noun class table;
- ability to evaluate and apply explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners; and
- ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gevorderde kennis aangaande die interpretering van morfologie (die woorde van taal), soos dit verband hou met die onderrig van fonetiek en spelling, asook die verskeie fundamentele strukture van die Sesotho-spelstelsel (bv. foneme-grafeme, lettergreeppatrone, gedrukte morfeemeenhede, en die ontstaan van woorde);*
- *vermoë om die organiseringsbeginsels van die Suid-Sotho-spelstelsel op die klank, lettergreep- en morfeemvlakke te kan vergelyk, ten einde leerdervordering en/of probleme op sodanige vlakke te kan identifiseer;*
- *demonstrasie van ŉ kritiese analise aangaande die Suid-Sotho-selfstandige naamwoordklassetabel;*
- *vermoë om eksplisiete vs. nie-eksplisiete, sistematiese vs. nie-sitematiese, en opvolgende vs. nie-opvolgende fonetiekonderrig te kan evalueer en toepas, deur middel van die gebruik van toepaslike ontwkkelingshulpbronne in ŉ diverse leerdergroep; en*
- *vermoë om beginsels aangaande die selektering en evaluering van toepaslike literatuur vir kinders binne ŉ multikulturele samelewing te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Home Language: Introduction to Traditional and Modern Poetry

Titel: Sesotho Huistaal: Inleiding tot Tradisionele en Moderne Poësie

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

- critical knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to select and analyse poetry and apply varied techniques for vocabulary and semantic interpretation;
- comparison of the different types of literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities; and
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kritiese kennis aangaande semantiek (linguistiese betekenis van woorde, frases en sinne), asook begrip aangaande sleutelbegrippe, konsepte en reëls ten opsigte van woord-, asook frase- en sinsbetekenis, soos dit met woordeskatonderrig en -leer verband hou;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op grond van ŉ analise van leerderbehoeftes oordeelkundig te kan selekteer, evalueer en toepas;*
- *vermoë om kinderpoësie te kan selekteer en analiseer en om verskillende tegnieke ten opsigte van woordeskat- en semantiese interpretasie te kan toepas;*
- *vergelyking van die verskillende letterkundetipes en tipes kinderliteratuur, met spesifieke fokus op storieboeke, asook die vermoë om storieboeke vir sy/haar onderrigaktiwiteite te kan selekteer en implementeer; en*
- *vermoë om in ŉ groep te kan werk, ten einde inligting akkuraat, samehangend en op ŉ eties-verantwoordelike wyse te kan insamel, evalueer, kommunikeer en toepas op kunstenaars en hulle illustrasies van kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho Foundation Language: Semantics and Vocabulary Development

Titel: Sesotho Grondslagtaal: Semantiek en Woordeskatontwikkeling

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

- critical analysis and evaluation of Sesotho syntax with specific reference to and how it relates to dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table;
- ability to identify, analyse and reflect on the role of fluency in word recognition;
- ability to gather and evaluate information on the role of fluency in writing development and to present their ideas in a well-formed and coherently constructed argument (paraphrasing);
- ability to evaluate the range of methods, activities, and techniques for enhancing fluency in order to address learners' linguistic skills; and
- complex dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kritiese analise en evaluering van Sesotho-sintaksis, met spesifieke verwysing na die verband daarvan met woordeboekvaardighede, homonieme, sinonieme, antonieme, parafrases en die selfstandige naamwoordklassetabel;*
- *vermoë om die rol van vlotheid in woordherkenning te kan identifiseer, analiseer en daaroor te kan besin;*
- *vermoë om inligting aangaande die rol van vlotheid in skryfontwikkeling te kan insamel en evalueer, en om sy/haar idees met behulp van goedgeformuleerde beredenering te kan aanbied (parafrasering);*
- *vermoë om ŉ reeks metodes, aktiwiteite en tegnieke te kan evalueer om vlotheid te kan versterk, ten einde leerders se linguistiese vaardighede te kan aanspreek; en*
- *komplekse woordeboekvaardighede en kennis aangaande homonieme, sinonieme, antonieme, parafrases en die selfstandige naamwoordklassetabel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language: Creative and Critical Reading

Titel: Sesotho Huistaal: Skeppende en Kritiese Leeswerk

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

- integrated knowledge and engagement with literary analysis and pragmatics as it relates to comprehension teaching and learning;
- evaluation of the different plot structures related to a variety of novels and short stories;
- ability to compare oral and written story telling skills;
- ability to integrate and apply traditional literature as well as informational texts in their teaching;
- theoretical background of an author, context and the reader; and
- effective summarising and paraphrasing skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by literêre analise en pragmatiek, soos dit met begripsonderrig en -leer verband hou;*
- *evaluering van die verskillende komplotstrukture van 'n verskeidenheid romans en kortverhale;*
- *vermoë om verskillende mondelinge en skriftelike storievertelvaardighede te kan vergelyk;*
- *vermoë om tradisionele letterkunde en inligtingstekste by sy/haar onderrig te kan integreer en toepas;*
- *teoretiese agtergrond van 'n skrywer, die konteks en die leser; en*
- *doeltreffende opsommingsvaardighede.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language: Complex Discourse Analysis

Titel: Sesotho Huistaal: Komplekse Diskoersanalise

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

- integrated knowledge and engagement with literary analysis and pragmatics as it relates to summarising, paragraphing and paraphrasing strategies;
- evaluation of the different paragraphs and paraphrasing techniques;
- understanding of the different plot structures related to a variety of novels and short stories;
- ability to compare oral and written story telling skills;
- ability to integrate and apply traditional literature as well as informational texts in their teaching;
- theoretical background of an author, context and the reader; and
- effective summarising skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by literêre analise en pragmatiek, soos dit met opsomming-, paragrafering- en parafraseringstrategieë verband hou;*
- *evaluering van die verskillende paragraferings- en parafraseringstegnieke;*
- *begrip aangaande die verskillende komplotstrukture van 'n verskeidenheid romans en kortverhale;*
- *vermoë om mondelinge en skriftelike storievertelvaardighede te kan vergelyk;*
- *vermoë om tradisionele letterkunde, asook inligtingstekste by sy/haar onderrig te kan integreer en toepas;*
- *teoretiese agtergrond van 'n skrywer, konteks en die leser; en*
- *doeltreffende opsommingsvaardighede.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOFV421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho Home Language: Language Assessment and Critical Issues in Senior Phase Literature

Titel: Sesotho Huistaal: Taalassessering en Kritiese Kwessies in Seniorfase-letterkunde

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis aangaande en betrokkenheid by navorsing wat met die grondbeginsels van taalassessering verband hou;*
- *vermoë om veelvoudige kennisbronne wat met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke verband hou, te kan bevraagteken;*
- *vermoë om assesseringsdata te kan insamel, sintetiseer en evalueer, ten einde die onderrigbesluitnemingsproses eties-verantwoordelik te kan toelig;*
- *vermoë om assesseringsresultate op eties- en akademies-akkurate wyse aan 'n reeks gehore te kan kommunikeer en aanbied, met inbegrip van skeppende insigte en nougesette interpretering van die taalkomponente wat geassesseer word;*
- *vermoë om teoreties by kinderliteratuur betrokke te kan raak deur verskillende tipes kinderliteratuur met 'n kritiese benadering in verband te kan bring; en*
- *vermoë om eties oor omstrede kwessies in kinderliteratuur, asook die hantering daarvan in die onderrigpraktyk, te kan besin.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SOIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase

Titel: Sesotho Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase

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

- convey thorough knowledge of L1 and L2 acquisition through current and historical theory and research in language acquisition;

- provide a research-based explanation of how L1 development differs from L2 and what role L1 plays in teaching L2;
- illustrate the developmental stages of Grades 4 to 6 learners and explain individual learner needs; and
- apply principles for the selection and evaluation of appropriate multicultural children's and youth literature for children.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige vakkennis ten opsigte van T1 en T2 verwerwing deur middel van huidige en historiese teorie en navorsing in taalverwerwing te kan oordra;*
- *'n navorsingsgerigte verduideliking te kan gee oor hoe T1 ontwikkeling van T2 verskil en watter rol T1 speel in die onderrig van T2;*
- *kennis oor die ontwikkelingsfases van Graad 4 tot 6 leerders te kan illustreer en individuele leerderbehoeftes te kan verduidelik; en*
- *beginsels vir die seleksie en evaluasie van toepaslike multikulturele kinder – en jeugliteratuur vir kinders te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Sesotho Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase

Titel: Sesotho Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase

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

- knowledge of learners in terms of linguistic diversity as well as pronunciation differences between languages;
- ability to gather information based on the development of oral language and to compare it with:
  - word recognition,
  - spelling,
  - written expression;
- thorough knowledge that focuses on listening skills;
- thorough knowledge that focuses on speaking skills;
- ability to compile activities to promote listening and speaking skills; and
- thorough knowledge and understanding of vocabulary education.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van leerders in terme van linguistiese diversiteit asook uitspraakverskille tussen tale;*
- *vermoë om inligting gegrond op die ontwikkeling van mondelingetaal te versamel en vergelyk met:*
  - *woordherkenning,*
  - *spelling,*
  - *geskreweuitdrukking;*
- *grondige vakkennis wat fokus op luistervaardighede;*
- *grondige vakkennis wat fokus op praatvaardighede;*
- *vermoë om aktiwiteite saam te stel om luister en praatvaardighede te bevorder; en*
- *grondige kennis en begrip rakende woordeskatonderrig.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOIP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Sesotho Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase

Titel: Sesotho Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase

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

- ability to identify and explain individual problems that arise during discussions of illustrations in books with regard to cultural identity;
- knowledge of the theoretical basis for the choice of different types of traditional stories and poems and the ability to select, evaluate and implement them in teaching activities;
- demonstrate ability to use a wide variety of sources, including the Internet, to learn about different cultures around the world and specific cultures of the diverse learners in South Africa; and
- integrated knowledge of the reading process and reading comprehension

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om individuele probleme wat kan ontstaan gedurende besprekings van illustrasies in boeke ten opsigte van kultuur identiteit te identifiseer en verduidelik;*
- *kennis oor die teoretiese begronding vir die keuse van verskillende tipes tradisionele verhale en gedigte en die vermoë om dit te selekteer, evalueer en te implementeer in onderrigaktiwiteite;*
- *vermoë illustreer om 'n wye verskeidenheid bronne, insluitend die internet, te gebruik om te leer oor verkillende kulture oor die wêreld en spesifieke kulture van die diverse leerders in Suid-Afrika; en*
- *geïntegreerde kennis van die leesproses en leesbegrip.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho Additional Language: Language Structures and -Education in the Intermediate Phase

Titel: Sesotho Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase

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

- ability to understand and explain language as an integrated system;
- knowledge and understanding of the theoretical framework: part-to-whole and whole-to-parts;
- theoretical background to promote learners' writing skills;
- thorough knowledge of the developmental history of the Sesotho vocabulary;
- knowledge of the basics of the Sesotho spelling rules and the ability to use the Sesotho Glossary and spelling rules in the classroom; and
- In-depth knowledge of the domains of language:
  - Semantics,
  - Syntax.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om taal as `n geïntegreerde sisteem te begryp en verduidelik;*
- *kennis en begrip van die teoretiese raamwerk: deel-na-geheel en geheel-na-dele;*
- *teoretiese agtergrond om leerders se skryfvaardighede te bevorder;*
- *grondige kennis van die ontwikkelingsgeskiedenis van die Sesotho woordeskat;*
- *kennis oor die grondbeginsels van die Sesotho spelreëls en die vermoë om die Sesotho Woordelys en spelreëls in die klaskamer te gebruik; en*
- *diepgaande kennis van die domeine van taal:*
  - *Semantiek,*
  - *Sintaksis.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOIP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Sesotho Additional Language: Lesson Planning and Cycle Compositions

Titel: Sesotho Addisionele Taal: Lesbeplanning en Siklussamestellings

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

- ability to demonstrate certain roles of the teacher regarding the teaching of Sesotho as an additional language in a multicultural education context;
- taking into account critical issues (as in SEIP311) during the selection of themes for the cycle composition;
- ability to theoretically and critically deal with approaches to text selection for the cycle composition; and
- critical understanding of the process-approach during the teaching of an additional language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van Sesotho as addisionele taal in ´n multikulturele onderwyskonteks te demonstreer;*
- *inagneming van kritiese kwessies (soos in SEIP311) tydens die seleksie van temas vir die siklussamestelling;*
- *vermoë om op teoretiese en kritiese wyse met benaderings ten opsigte van teks seleksie vir die siklussamestelling om te gaan; en*
- *kritiese begrip ten opsigte van die prosesbenadering tydens die onderrig van ´n addisionele taal.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOIP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Sesotho Additional Language: Assessment in the Intermediate Phase

Titel: Sesotho Addisionele Taal: Assessering in die Intermediêrefase

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

- in depth knowledge of the difference between Home Language and First Additional Language assessment;
- ability to develop appropriate assessments that can be used to measure whether learners have mastered the following skills:
  - listening and talking,
  - reading and looking,
  - writing and presenting,
  - language structures and conventions;
- ability to interpret and apply the assessment program according to the NCAPS in the Sesotho additional language class; and
- ability to calculate marks correctly and to report in the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *in diepte kennis oor die verskil tussen Huistaal en Eerste Addisionele Taal assessering;*
- *vermoë om toepaslike assesserings te ontwikkel waaraan gemeet kan word of leerders die volgende vaardighede bemeester het:*
  - *luister en praat,*
  - *lees en kyk,*
  - *skryf en aanbied,*
  - *taalstrukture en konvensies;*
- *vermoë om die assesseringsprogram volgens die NKABV te interpreteer en aan te wend in die Sesotho addisionele taal klas; en*
- *vermoë om punte korrek te bereken en te rapporteer in die Intermediêrefase.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **SOLC121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Language of Conversational Competence: Sesotho

Titel: Sesotho: Basiese Gesprekskommunikasie

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

- functional knowledge of grammatical structures of Sesotho;
- a functional vocabulary for basic interpersonal communication;
- individual elementary listening and writing skills in Sesotho; and
- knowledge of Basotho culture.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *funksionele gebruikskennis van grammatikale strukture van Sesotho;*
- *´n funksionele woordeskat vir basiese interpersoonlike kommunikasie;*
- *elementêre individuele luister- en skryfvaardighede in Sesotho; en*
- *kennis van Basotho kultuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Social Sciences for Intermediate Phase: Ancient African History and Geography of RSA

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Antieke Afrika-Geskiedenis en Geografie van RSA

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

- knowledge and informed understanding of Ancient African History (antiquity – 1500 AD) within the context of the National Curriculum Statement's Curriculum and Assessment Policy Statement;
- the skill of scrutinising primary and secondary sources;
- knowledge and skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;
- competency in problem-solving abilities to address political, social and economic issues within the context of Ancient African History (antiquity – 1500 AD);
- values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people;
- informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA;
- perform informed understanding and correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa;
- knowledge and comprehension of the general concepts in population geography; make correct analyses and meaningful interpretations within this area;
- evaluate developing economies in Africa, demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people;
- plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology; and
- knowledge, skills, comprehension, insight of map work skills and techniques, as well as the application thereof in practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande Antieke Afrika-geskiedenis (oudheid – 1500 n.C.) binne die konteks van die Nasionale Kurrikulum- en Assesseringsbeleidsverklaring;*
- *vaardigheid om primêre en sekondêre hulpbronne te kan bestudeer;*
- *kennis en vaardighede aangaande Geskiedenisonderrig-leermetodologieë, asook assesseringsmetodologie, produksie en gebruik van LTSM, met inbegrip van die toepassing van onderrig-leertegnieke en -strategieë, ten einde dit deur middel van skriftelike en/of mondelinge kommunikasie op lesaanbiedings te kan toepas;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die Antieke Afrika-geskiedeniskonteks (Oudheid – 1500 n.C.) te kan aanspreek;*
- *waardes van 'n eties-professionele aard aangaande die interpretering van geskiedkundige feite as altyd juis binne die konteks van Die Manifes vir Waardes, Onderwys en Demokrasie, asook om verworwe kennis met behulp van 'n eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie te kan toepas;*
- *grondige begrip aangaande die ligging, politieke verspreiding, fisiese kenmerke en ekonomiese tendense van Afrika en die RSA;*
- *grondige begrip aangaande die uitvoering van korrekte geografiese interpretasies, analises, evaluerings en gevolgtrekkings met betrekking tot die fisiese, ekonomiese en politieke aspekte van die RSA en Afrika;*
- *kennis en begrip aangaande die algemene konsepte ten opsigte van bevolkingsgeografie, en om korrekte analises en betekenisvolle interpretasies binne hierdie veld te kan maak;*
- *evaluering van ontwikkelende ekonomieë in Afrika en die vermoë om verworwe kennis met behulp van 'n eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie te kan toepas;*
- *beplanning van 'n geografieles volgens die korrekte kriteria, en die vermoë om vakkennis by vakmetodologie te kan integreer; en*
- *kennis, vaardighede, begrip en insig aangaande karteringswerk en -tegnieke, asook die toepassing daarvan in die praktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Social Sciences for Intermediate Phase: Planetary Geography and Climatology

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Planetêre Geografie en Klimatologie

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

- detailed knowledge and informed understanding of Planetary Science and Climatology in Geography that is required within the context of the Curriculum and Assessment policy statement;
- ability to explain and discuss the movements of the planets, earth and moon in the solar system;
- ability to explain the concepts weather and climate;
- ability to discuss moisture and circulation in the atmosphere;
- ability to apply gained knowledge with an ethically responsible attitude towards the environment; and
- ability to plan and present a geography lesson.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande Planetêre Wetenskap en Klimatologie in Geografie, soos binne die konteks van die Kurrikulum- en Assesseringsbeleidsdokument vereis;*
- *vermoë om bewegings van die planete, die aarde en maan in die sonnestelsel te kan verduidelik en bespreek;*
- *vermoë om weer- en klimaatskonsepte te kan verduidelik;*
- *vermoë om vog en sirkulasie in die atmosfeer te kan bespreek;*
- *vermoë om verworwe kennis met behulp van 'n eties-verantwoordelike houding teenoor die omgewing te kan toepas; en*
- *vermoë om 'n geografieles te kan beplan en aanbied.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Social Sciences for the Intermediate Phase: The Effects of Changes – Europe and Africa (1400-1900)

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Die Invloed van Verandering – Europa en Afrika (1400-1900)

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

- detailed knowledge and understanding of the effects of changes in European societies on Africa (1400-1900) within the context of the Curriculum and Assessment Policy Statement;
- the skill of scrutinizing primary and secondary sources;
- detailed knowledge and skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;
- competency in problem-solving abilities to address political, social and economic issues within the context of the effects of changes in European societies on Africa (1400-1900); and

- values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande die invloed van verandering in Europese samelewings op Afrika (1400-1900) binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring;*
- *vaardigheid om primêre en sekondêre hulpbronne te kan bestudeer;*
- *grondige kennis en vaardighede aangaande Geskiedenisonderrig-leermetodologieë, asook assesseringsmetodologie, produksie en gebruik van LTSM, met inbegrip van die toepassing van onderrig-leertegnieke en -strategieë, ten einde dit deur middel van skriftelike en/of mondelinge kommunikasie op lesaanbiedings te kan toepas;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van die invloed van verandering in Europese samelewings op Afrika (1400-1900) te kan aanspreek; en*
- *waardes van 'n eties-professionele aard, aangaande die interpretasie van geskiedkundige feite as altyd juis en binne konteks van Die Manifes vir Waardes, Onderwys en Demokrasie, asook om die verworwe kennis vir 'n eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: Social Sciences for the Intermediate Phase: Urban Geography

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Stedelike Geografie

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

- integrated knowledge and understanding of Urban Geography in line with the Policy document;
- the skill of explaining and analysing themes relevant to Urban geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;
- integrated knowledge of learning theories and the application in the teaching and learning of Urban Geography; and
- conduct a town trail to apply the knowledge of urban geography.

Practical section:

- demonstrate a thorough knowledge and understanding into land uses in cities or towns and apply this knowledge in practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande Stedelike Geografie volgens die Beleidsdokument te kan demonstreer;*
- *vaardigheid aangaande die verduideliking en analisering van toepaslike temas ten opsigte van Stedelike Geografie te kan demonstreer en individuele of groepsaktiwiteite te kan beplan, met inbegrip van die ondersteunende, samehangende begrip van konsepte, idees, teorieë, beginsels en reëls, ten einde die inligting te kan kommunikeer;*
- *geïntegreerde kennis aangaande leerteorieë en die toepassing daarvan op die onderrig-leer van Stedelike Geografie te kan demonstreer; en*
- *'n dorp (voetslaan) roete te kan bedryf, ten einde kennis aangaande Stedelike Geografie te kan toepas.*

Praktiese afdeling:

- *vermoë om deeglike kennis en begrip aangaande grondgebruik in stede en dorpe te kan demonstreer en om sodanige kennis op die praktyk te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Social Sciences for the Intermediate Phase: Transport, Communication and Health Systems

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Vervoer-, Kommunikasie- en Gesondheidstelsels

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

- integrated knowledge and understanding as well as the ability to apply and evaluate transport, communication and health systems through the ages (Antiquity to present) within the context of the Curriculum and Assessment Policy Statement;
- the skill of scrutinizing primary and secondary sources;
- integrated knowledge and understanding of the skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;
- competency in problem-solving abilities to address political, social and economic issues within the context of transport, communication and health systems through the ages (Antiquity to present); and
- values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om vervoer-, kommunikasie- en gesondheidstelsels deur die eeue heen (Oudheid tot huidig) binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring te kan evalueer en toepas;*
- *die vaardigheid om primêre en sekondêre hulpbronne te kan bestudeer;*
- *grondige kennis en vaardighede aangaande Geskiedenisonderrig-leermetodologieë, asook assesseringsmetodologie, produksie en gebruik van LTSM, met inbegrip van die toepassing van onderrig-leertegnieke en -strategieë, ten einde dit deur middel van skriftelike en/of mondelinge kommunikasie op lesaanbiedings te kan toepas;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van vervoer-, kommunikasie- en gesondheidstelsels deur die eeue heen (Oudheid tot huidig) te kan aanspreek; en*
- *die interpretering van waardes van 'n eties-professionele aard aangaande geskiedkundige feite as altyd juis binne die konteks van Die Manifes vir Waardes, Onderwys en Demokrasie, asook om verworwe kennis met behulp van 'n eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Social Sciences for the Intermediate Phase: Introduction to Geomorphology

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Inleiding tot Geomorfologie

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

- a detailed knowledge related to Geomorphology and Oceanography within the context of the Curriculum and Assessment Policy Statement;
- the skill of explaining and analysing themes relevant to Geomorphology and Oceanography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information; and
- be able to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean-environment.

Practical section

- the necessary detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography; and
- use of contour models and field excursions to recognise landforms on the South African landscape.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis aangaande Geomorfologie en Oseanografie binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring;*
- *vaardigheid om die verduideliking en analisering van toepaslike temas aangaande Geomorfologie en Oseanografie te kan demonstreer en individuele of groepsaktiwiteite te kan beplan, met inbegrip van die ondersteunende, samehangende begrip van konsepte, idees, teorieë, beginsels en reëls, ten einde die inligting te kan kommunikeer; en*
- *vermoë om interverwantskappe aangaande die basiese beginsels, soos van toepassing op Geomorfologie en die oseaan-omgewing, te kan analiseer, assesseer, interpreteer en identifiseer.*

Praktiese afdeling:

- *die vereiste grondige kennis en vaardighede, om reliëfkenmerke te kan weergee, dwarsdeursneesketse te kan maak en hellingshoeke op topografiese kaarte te kan bereken en interpreteer, asook om dit by toepaslike geografietemas te kan integreer; en*
- *gebruik van kontoermodelle en veldekskursies, ten einde grondvorme in die Suid-Afrikaanse landskap te kan herken.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSCE421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Social Sciences for the Intermediate Phase: Modern South African Democracy (1990-Present)

Titel: Sosiale Wetenskappe vir die Intermediêrefase: Moderne Suid-Afrikaanse Demokrasie (1990-Huidig)

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

- integrated knowledge and understanding as well as the ability to apply and evaluate modern South African democracy (1990-present) within the context of the Curriculum and Assessment Policy Statement;
- the skill of scrutinizing primary and secondary sources;
- integrated knowledge and understanding of the skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;
- competency in problem-solving abilities to address political, social and economic issues within the context of modern South African democracy (1990-present); and
- values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en begrip aangaande, sowel as die vermoë om moderne Suid-Afrikaanse demokrasie (1990-huidig) binne die konteks van die Kurrikulum- en Assesseringsbeleidsverklaring te kan toepas en evalueer;*
- *die vaardigheid om primêre en sekondêre hulpbronne te kan bestudeer;*
- *geïntegreerde kennis- en begripsvaardighede aangaande Geskiedenisonderrig-leermetodologieë, asook assesseringsmetodologie, produksie en gebruik van LTSM, met inbegrip van die toepassing van onderrig-leertegnieke en -strategieë, ten einde dit deur middel van skriftelike en/of mondelinge kommunikasie op lesaanbiedings te kan toepas;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van moderne Suid-Afrikaanse demokrasie (1990-huidig) vervoer-, kommunikasie- en gesondheidstelsels deur die eeue heen (Oudheid tot huidig) te kan aanspreek; en*
- *die interpretering van waardes van ŉ eties-professionele aard aangaande geskiedkundige feite as altyd juis binne die konteks van Die Manifes vir Waardes, Onderwys en Demokrasie, asook om verworwe kennis met behulp van ŉ eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **SSSE112**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: Introduction to Social Sciences for Education

Titel: Inleiding tot Sosiale Wetenskappe vir Onderwys

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

- knowledge and informed understanding of the location, political distribution, physical characteristics, economic trends and population background of Africa and the RSA within a global context as well as the transformations and development in world history through the ages within the context of the Curriculum and Assessment Policy Statement;
- interpret, explain and draw conclusions concerning population geography, the physical, economic and political aspects of the RSA and Africa;
- recognize and explain inter-relations between topographic, climatologic and man-made phenomena in the RSA;
- scrutinize developing economies in Africa and demonstrate insight and comprehension concerning the problems of African countries from within his/her own worldview;
- the skill of scrutinizing, differentiating between, finding and effectively interpreting primary and secondary sources in order to communicate these verbally or in writing;
- competency in problem-solving abilities to address political, social and economic issues within the context of the transformations and development in world history through the ages; and
- values of an ethical-professional nature with regard to the interpretation of geographical and historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.

Practical:

- basic knowledge, skills, comprehension and insight of map work, as well as the application ability thereof in practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande die ligging, politieke verspreiding, fisiese kenmerke, ekonomiese tendense en bevolkingsagtergrond, asook die veranderings en ontwikkelinge in wêreldgeskiedenis deur die eeue heen binne ŉ globale konteks, asook binne die konteks van die Kurrikulum- en Assesseringsbeleidsdokument;*
- *interpretering, verduideliking en die maak van gevolgtrekkings aangaande bevolkingsgeografie, asook die fisiese, ekonomiese en politieke aspekte ten opsigte van die RSA en Afrika;*
- *herkenning en verduideliking van interverwantskappe tussen topografiese, klimatologiese en mensgemaakte verskynsels in die RSA;*
- *bestudering van ontwikkelende ekonomieë in Afrika, en om insig in en begrip aangaande probleme van Afrikalande vanuit sy/haar eie wêreldbeskouing te kan demonstreer;*
- *die vaardigheid om primêre en sekondêre hulpbronne te kan bestudeer, daartussen te kan onderskei, dit te kan opspoor en doeltreffend, mondelings of skriftelik, te kan kommunikeer;*
- *bevoegdheid in probleemoplossingsvermoëns, ten einde politieke, sosiale en ekonomiese kwessies binne die konteks van veranderings en ontwikkelinge in wêreldgeskiedenis deur die eeue heen te kan aanspreek; en*
- *waardes van ŉ eties-professionele aard, aangaande die interpretasie van geskiedkundige feite as altyd juis en binne konteks van Die Manifes vir Waardes, Onderwys en Demokrasie, asook om die verworwe kennis vir ŉ eties-verantwoordelike houding teenoor Afrika, Suid-Afrika en die nasie te kan toepas.*

Prakties:

- *basiese kennis, vaardighede, begrip en insig aangaande karteringswerk, asook die toepassing daarvan in die praktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED176**	Semester 1 & 2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practise (Foundation Phase Education)

Titel: Onderwyspraktyk (Grondslagfase Opvoedkunde)

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

- basic knowledge and informed understanding of academic and professional knowledge related to classroom practise (learning in practise and from practise);
- an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- elementary knowledge of professionalism and ethics including communication, responsibility, accountability and confidentiality;
- ability to evaluate and be accountable for teaching practice activities during non-placement and well as school-based placements;
- fundamental knowledge and practical application of the characteristics of a Teaching and Learning Environment that supports learning (e.g., respectful interactions, managing classroom routines and procedures managing individual learner behaviour, organising physical space); and
- demonstration of the ability to identify appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *basiesee kennis en grondige begrip aangaande akademiese en professionele kennis ten opsigte van klaskamerpraktyk (in die praktyk en van die praktyk);*
- *die vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede by leerfasiltering binne ´n diverse onderwyskonteks, met inbegrip van buitemuurse bedrywighede, te kan evalueer en aanspreeklikheid daarvoor te kan aanvaar;*
- *elementêre kennis van professionaliteit en etiek, insluitend kommunikasie, verantwoordelikheid, aanspreeklikheid en vertroulikheid;*
- *die vermoë om onderwyspraktykaktiwiteite te evalueer en verantwoordbaar te wees tydens nie-plasing en op skoolgebaseerde plasings;*
- *basiese kennis en praktiese toepassing van die kenmerke van 'n onderrig- en leeromgewing wat leer ondersteun (bv. respekvolle interaksies, die bestuur van klaskamerroetines en prosedures wat individuele leerdergedrag bestuur, die organisering van fisiese ruimte); en*
- *demonstrasie van die vermoë om toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer wat die onderrig kan verbeter en leer kan verbeter.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED177**	Semester 1 & 2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practise (Intermediate Phase Education)

Titel: Onderwyspraktyk (Intermediêrefase Opvoedkunde)

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

- basic knowledge and informed understanding of academic and professional knowledge related to classroom practise (learning in practise and from practise);
- an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- elementary knowledge of professionalism and ethics including communication, responsibility, accountability and confidentiality;
- ability to evaluate and be accountable for teaching practice activities during non-placement and well as school-based placements;
- fundamental knowledge and practical application of the characteristics of a Teaching and Learning Environment that supports learning (e.g., respectful interactions, managing classroom routines and procedures managing individual learner behaviour, organising physical space); and
- demonstration of the ability to identify appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *basiesee kennis en grondige begrip aangaande akademiese en professionele kennis ten opsigte van klaskamerpraktyk (in die praktyk en van die praktyk);*
- *die vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede by leerfasiltering binne ´n diverse onderwyskonteks, met inbegrip van buitemuurse bedrywighede, te kan evalueer en aanspreeklikheid daarvoor te kan aanvaar;*
- *elementêre kennis van professionaliteit en etiek, insluitend kommunikasie, verantwoordelikheid, aanspreeklikheid en vertroulikheid;*
- *die vermoë om onderwyspraktykaktiwiteite te evalueer en verantwoordbaar te wees tydens nie-plasing en op skoolgebaseerde plasings;*
- *basiese kennis en praktiese toepassing van die kenmerke van 'n onderrig- en leeromgewing wat leer ondersteun (bv. respekvolle interaksies, die bestuur van klaskamerroetines en prosedures wat individuele leerdergedrag bestuur, die organisering van fisiese ruimte); en*
- *demonstrasie van die vermoë om toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer wat die onderrig kan verbeter en leer kan verbeter.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED178**	Semester 1 & 2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practise (Senior & FET Phase Education)

Titel: Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)

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

- basic knowledge and informed understanding of academic and professional knowledge related to classroom practise (learning in practise and from practise);
- an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- elementary knowledge of professionalism and ethics including communication, responsibility, accountability and confidentiality;
- ability to evaluate and be accountable for teaching practice activities during non-placement and well as school-based placements;
- fundamental knowledge and practical application of the characteristics of a Teaching and Learning Environment that supports learning (e.g., respectful interactions, managing classroom routines and procedures managing individual learner behaviour, organising physical space); and
- demonstration of the ability to identify appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *basiesee kennis en grondige begrip aangaande akademiese en professionele kennis ten opsigte van klaskamerpraktyk (in die praktyk en van die praktyk);*
- *die vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede by leerfasiltering binne ´n diverse onderwyskonteks, met inbegrip van buitemuurse bedrywighede, te kan evalueer en aanspreeklikheid daarvoor te kan aanvaar;*
- *elementêre kennis van professionaliteit en etiek, insluitend kommunikasie, verantwoordelikheid, aanspreeklikheid en vertroulikheid;*
- *die vermoë om onderwyspraktykaktiwiteite te evalueer en verantwoordbaar te wees tydens nie-plasing en op skoolgebaseerde plasings;*
- *basiese kennis en praktiese toepassing van die kenmerke van 'n onderrig- en leeromgewing wat leer ondersteun (bv. respekvolle interaksies, die bestuur van klaskamerroetines en prosedures wat individuele leerdergedrag bestuur, die organisering van fisiese ruimte); en*
- *demonstrasie van die vermoë om toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer wat die onderrig kan verbeter en leer kan verbeter.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: TPED179	Semester 1&2	NQF-level / *NKR-vlak*: 6

Title: Teaching practice (ECCE Phase Education)

Titel: Onderwyspraktyk (VKSO Fase Opvoedkunde)

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

- specialised knowledge and informed understanding of academic and professional knowledge related to playroom practice (in practice and from practice);
- an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment including managing the ECCE site; and
- an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gespesialiseerde kennis en 'n ingeligte begrip van akademiese en professionele kennis in verband met speelkamerpraktyk (in die praktyk en vanuit die praktyk);*
- *'n vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede om leer in 'n diverse opvoedkundige omgewing te fasiliteer, te evalueer en daarvoor verantwoordbaar te wees, ingeslote die bestuur van die VKSO-terrein; en*
- *'n vermoë om op te tree in ooreenstemming met voorgeskrewe organisatoriese en professionele etiese gedragskodes, waardes en praktyke en om leiding oor etiese en professionele vraagstukke te soek.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **TPED276**	Semester 1 & 2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practise (Foundation Phase Education)

Titel: Onderwyspraktyk (Grondslagfase Opvoedkunde)

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

- detailed and specialised knowledge and understanding of the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to evaluate, apply and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE);
- ability to plan and be accountable for teaching practice activities during non-placement and well as school-based placements;
- detailed and specialised knowledge and practical application of the characteristics of learners and classroom management;
- demonstration of the ability to identify and investigate the selection of appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning; and
- detailed knowledge and understanding of the required language proficiency.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde en gespesialiseerde kennis en begrip van die akademiese en professionele kennis wat verband hou met klaskamerpraktyk (leer in die praktyk en uit die praktyk);*
- *die vermoë om die ingewikkeldheid van die onderwyser se verantwoordelikhede in die fasilitering van leer in 'n diverse onderwysomgewing te evalueer, toe te pas en verantwoordelik te wees; buitemuurse aktiwiteite ingesluit;*
- *begrip van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *vermoë om te beplan en verantwoordelik te wees vir onderrigpraktykaktiwiteite tydens nie-plasing en op skoolgebaseerde plasings;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van leerders en klaskamerbestuur;*
- *demonstrasie van die vermoë om die keuse van toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer en te ondersoek wat onderrig kan verbeter en leer kan verbeter; en*
- *gedetailleerde kennis en begrip van die vereiste taalvaardigheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED277**	Semester 1 & 2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practise (Intermediate Phase Education)

Titel: Onderwyspraktyk (Intermediêrefase Opvoedkunde)

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

- detailed and specialised knowledge and understanding of the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to evaluate, apply and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE);
- ability to plan and be accountable for teaching practice activities during non-placement and well as school-based placements;
- detailed and specialised knowledge and practical application of the characteristics of learners and classroom management;
- demonstration of the ability to identify and investigate the selection of appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning; and
- detailed knowledge and understanding of the required language proficiency.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde en gespesialiseerde kennis en begrip van die akademiese en professionele kennis wat verband hou met klaskamerpraktyk (leer in die praktyk en uit die praktyk);*
- *die vermoë om die ingewikkeldheid van die onderwyser se verantwoordelikhede in die fasilitering van leer in 'n diverse onderwysomgewing te evalueer, toe te pas en verantwoordelik te wees; buitemuurse aktiwiteite ingesluit;*
- *begrip van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *vermoë om te beplan en verantwoordelik te wees vir onderrigpraktykaktiwiteite tydens nie-plasing en op skoolgebaseerde plasings;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van leerders en klaskamerbestuur;*
- *demonstrasie van die vermoë om die keuse van toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer en te ondersoek wat onderrig kan verbeter en leer kan verbeter; en*
- *gedetailleerde kennis en begrip van die vereiste taalvaardigheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED278**	Semester 1 & 2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practise (Senior & FET Phase Education)

Titel: Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)

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

- detailed and specialised knowledge and understanding of the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to evaluate, apply and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE);
- ability to plan and be accountable for teaching practice activities during non-placement and well as school-based placements;
- detailed and specialised knowledge and practical application of the characteristics of learners and classroom management;
- demonstration of the ability to identify and investigate the selection of appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning; and
- detailed knowledge and understanding of the required language proficiency.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetailleerde en gespesialiseerde kennis en begrip van die akademiese en professionele kennis wat verband hou met klaskamerpraktyk (leer in die praktyk en uit die praktyk);*
- *die vermoë om die ingewikkeldheid van die onderwyser se verantwoordelikhede in die fasilitering van leer in 'n diverse onderwysomgewing te evalueer, toe te pas en verantwoordelik te wees; buitemuurse aktiwiteite ingesluit;*
- *begrip van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *vermoë om te beplan en verantwoordelik te wees vir onderrigpraktykaktiwiteite tydens nie-plasing en op skoolgebaseerde plasings;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van leerders en klaskamerbestuur;*
- *demonstrasie van die vermoë om die keuse van toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer en te ondersoek wat onderrig kan verbeter en leer kan verbeter; en*
- *gedetailleerde kennis en begrip van die vereiste taalvaardigheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: TPED279	Semester 1&2	NQF-level / *NKR-vlak*: 6

Title: Teaching Practice (ECCE Phase Education)

Titel: Onderwyspraktyk (VKSO Fase Opvoedkunde)

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

- specialised knowledge and informed understanding of academic and professional knowledge related to playroom practice (in practice and from practice);
- an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment including managing the ECCE environment;
- an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.
- detailed and specialised knowledge and understanding of the practise-based knowledge related to playroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to playroom practise;
- the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment including managing the ECCE site;
- understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and
- detailed knowledge and understanding of the required language proficiency.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gespesialiseerde kennis en ŉ ingeligte begrip van akademiese en professionele kennis in verband met speelkamerpraktyk (in die praktyk en vanuit die praktyk);*
- *ŉ vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede om leer in ŉ diverse opvoedkundige omgewing te fasiliteer, te evalueer en daarvoor verantwoordbaar te wees, ingeslote die bestuur van die VKSO-omgewing;*
- *ŉ vermoë om op te tree in ooreenstemming met voorgeskrewe organisatoriese en professionele etiese gedragskodes, waardes en praktyke en om leiding oor etiese en professionele vraagstukke te soek*
- *uitvoerige, gespesialiseerde kennis en begrip van die praktykgebaseerde kennis in verband met speelkamerpraktyk (in die praktyk en vanuit die praktyk), asook die vermoë om roetineprobleme in verband met speelkamerpraktyk te evalueer en op te los;*
- *die vermoë om die onderwyser se verantwoordelikhede om leer in ŉ diverse opvoedkundige omgewing te fasiliteer, te kies, te evalueer en toe te pas, ingeslote die bestuur van die VKSO-terrein;*
- *ŉ begrip van die etiese implikasies van besluite, gedrag en praktyke spesifiek relevant tot onderrig in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO); en*
- *uitvoerige kennis en begrip van die vereiste taalvaardigheid.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **TPED376**	Semester 1 & 2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practise (Foundation Phase Education)

Titel: Onderwyspraktyk (Grondslagfase Opvoedkunde)

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

- The ability to integrate academic and educational knowledge related to the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to select, evaluate and apply different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to select, apply and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- detailed and specialised knowledge and practical application of the characteristics of the learners, classroom management, school and colleagues;
- application of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE);
- demonstration of the ability to identify, investigate and utilise the selection of appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning; and
- proof of proficiency in the required language(s).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om akademiese en opvoedkundige kennis te integreer wat verband hou met die akademiese en professionele kennis wat verband hou met klaskamerpraktyk (leer in die praktyk en vanuit die praktyk);*
- *die vermoë om verskillende aspekte te kies, te evalueer en toe te pas in die onderrig en die keuse, bestuur en uitvoer van leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk;*
- *die vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede in die fasilitering van leer in 'n uiteenlopende opvoedkundige omgewing te kies, toe te pas en verantwoordelik te wees; buitemuurse aktiwiteite ingesluit;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool en kollegas*
- *toepassing van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *demonstrasie van die vermoë om die keuse van toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer, te ondersoek en te gebruik wat die onderrig kan verbeter en leer kan verbeter.*
- *bewys van vaardigheid in die vereiste taal (tale) .*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED377**	Semester 1 & 2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practise (Intermediate Phase Education)

Titel: Onderwyspraktyk (Intermediêrefase Opvoedkunde)

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

- The ability to integrate academic and educational knowledge related to the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to select, evaluate and apply different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to select, apply and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- detailed and specialised knowledge and practical application of the characteristics of the learners, classroom management, school and colleagues;
- application of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE);
- demonstration of the ability to identify, investigate and utilise the selection of appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning; and
- proof of proficiency in the required language(s).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om akademiese en opvoedkundige kennis te integreer wat verband hou met die akademiese en professionele kennis wat verband hou met klaskamerpraktyk (leer in die praktyk en vanuit die praktyk);*
- *die vermoë om verskillende aspekte te kies, te evalueer en toe te pas in die onderrig en die keuse, bestuur en uitvoer van leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk;*
- *die vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede in die fasilitering van leer in 'n uiteenlopende opvoedkundige omgewing te kies, toe te pas en verantwoordelik te wees; buitemuurse aktiwiteite ingesluit;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool en kollegas*
- *toepassing van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *demonstrasie van die vermoë om die keuse van toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer, te ondersoek en te gebruik wat die onderrig kan verbeter en leer kan verbeter.*
- *bewys van vaardigheid in die vereiste taal (tale) .*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED378**	Semester 1 & 2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practise (Senior & FET Phase Education)

Titel: Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)

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

- The ability to integrate academic and educational knowledge related to the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to select, evaluate and apply different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to select, apply and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- detailed and specialised knowledge and practical application of the characteristics of the learners, classroom management, school and colleagues;
- application of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE);
- demonstration of the ability to identify, investigate and utilise the selection of appropriate 21st Century skills (i.e., digital and non-digital) that can improve teaching and enhance learning; and
- proof of proficiency in the required language(s).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om akademiese en opvoedkundige kennis te integreer wat verband hou met die akademiese en professionele kennis wat verband hou met klaskamerpraktyk (leer in die praktyk en vanuit die praktyk);*
- *die vermoë om verskillende aspekte te kies, te evalueer en toe te pas in die onderrig en die keuse, bestuur en uitvoer van leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk;*
- *die vermoë om die kompleksiteit van die onderwyser se verantwoordelikhede in die fasilitering van leer in 'n uiteenlopende opvoedkundige omgewing te kies, toe te pas en verantwoordelik te wees; buitemuurse aktiwiteite ingesluit;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool en kollegas*
- *toepassing van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *demonstrasie van die vermoë om die keuse van toepaslike vaardighede in die 21ste eeu (d.w.s. digitaal en nie-digitaal) te identifiseer, te ondersoek en te gebruik wat die onderrig kan verbeter en leer kan verbeter.*
- *bewys van vaardigheid in die vereiste taal (tale) .*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: TPED379	Semester 1&2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practice (ECCE Phase Education)

Titel: Onderwyspraktyk (VKSO Fase Opvoekunde)

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

- the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to select, evaluate and apply the teacher's responsibilities in managing a playroom and facilitating learning in a diverse educational environment including managing the ECCE site;
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and
- proof of proficiency in the required language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om akademiese en opvoedkundige kennis in verband met verskillende aspekte in onderrig te integreer en leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk te kies, te bestuur en uit te voer;*
- *die vermoë om die onderwyser se verantwoordelikhede in die bestuur van 'n speelkamer te kies, te evalueer en toe te pas, en die fasilitering van leer in 'n diverse opvoedkundige omgewing, ingeslote die bestuur van die VKSO-terrein;*
- *verantwoordbare gedrag in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO); en*
- *bewys van vaardigheid in die vereiste taal.*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **TPED476**	Semester 1 & 2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practise (Foundation Phase Education)

Titel: Onderwyspraktyk (Grondslagfase Opvoedkunde)

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

- The ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;
- the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);
- the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE);
- the ability to independently apply academic and educational knowledge related to the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to independently apply different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to independently be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- detailed and specialised knowledge and practical application of the characteristics of the learners, classroom management, school, colleagues, the profession and parents/community;
- application of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE) relating to colleagues, the profession and parents/community;
- demonstration of the ability to apply the appropriate 21st Century skills (i.e., digital and non-digital) to improve teaching and enhance learning;
- proof of proficiency in the required language(s); and
- the ability to execute guided education orientated, project-based tasks (service learning).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om 'n positiewe leeromgewing te onderrig en effektief te bestuur, insluitend leerderbehoeftes en betrokkenheid by die sosiale gemeenskap;*
- *die vermoë om probleme met betrekking tot onderrig en begeleide projekgebaseerde leertake te identifiseer, analiseer, evalueer en krities te reflekteer (in die praktyk en vanuit die praktyk);*
- *die vermoë om probleme te vind en toe te pas op probleme wat met onderrig verband hou (prakties en prakties);*
- *verantwoordbare optrede in ooreenstemming met die gedragskode van Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *die vermoë om akademiese en opvoedkundige kennis met betrekking tot die akademiese en professionele kennis met betrekking tot klaskamerpraktyk (leer in die praktyk en praktyk) onafhanklik toe te pas;*
- *die vermoë om verskillende aspekte onafhanklik toe te pas in die onderrig en seleksie, bestuur en uitvoer van leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk;*
- *die vermoë om selfstandig verantwoordelik te wees vir die ingewikkeldheid van die onderwyser se verantwoordelikhede om leer in 'n diverse opvoedkundige omgewing te fasiliteer; buitemuurse aktiwiteite ingesluit;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool, kollegas, die beroep en ouers/gemeenskap;*
- *die toepassing van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO) met betrekking tot kollegas, die beroep en ouers/gemeenskap;*
- *demonstrasie van die vermoë om die toepaslike vaardighede van die 21ste eeu (d.w.s. digitaal en nie-digitaal) toe te pas om onderrig te verbeter en leer te verbeter;*
- *bewys van vaardigheid in die vereiste taal (tale); en*
- *die vermoë om begeleide onderwysgerigte, projekgebaseerde take (diensleer) uit te voer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED477**	Semester 1 & 2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practise (Intermediate Phase Education)

Titel: Onderwyspraktyk (Intermediêrefase Opvoedkunde)

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

- The ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;
- the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);
- the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE);
- the ability to independently apply academic and educational knowledge related to the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to independently apply different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to independently be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- detailed and specialised knowledge and practical application of the characteristics of the learners, classroom management, school, colleagues, the profession and parents/community;
- application of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE) relating to colleagues, the profession and parents/community;
- demonstration of the ability to apply the appropriate 21st Century skills (i.e., digital and non-digital) to improve teaching and enhance learning;
- proof of proficiency in the required language(s); and
- the ability to execute guided education orientated, project-based tasks (service learning).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om 'n positiewe leeromgewing te onderrig en effektief te bestuur, insluitend leerderbehoeftes en betrokkenheid by die sosiale gemeenskap;*
- *die vermoë om probleme met betrekking tot onderrig en begeleide projekgebaseerde leertake te identifiseer, analiseer, evalueer en krities te reflekteer (in die praktyk en vanuit die praktyk);*
- *die vermoë om probleme te vind en toe te pas op probleme wat met onderrig verband hou (prakties en prakties);*
- *verantwoordbare optrede in ooreenstemming met die gedragskode van Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *die vermoë om akademiese en opvoedkundige kennis met betrekking tot die akademiese en professionele kennis met betrekking tot klaskamerpraktyk (leer in die praktyk en praktyk) onafhanklik toe te pas;*
- *die vermoë om verskillende aspekte onafhanklik toe te pas in die onderrig en seleksie, bestuur en uitvoer van leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk;*
- *die vermoë om selfstandig verantwoordelik te wees vir die ingewikkeldheid van die onderwyser se verantwoordelikhede om leer in 'n diverse opvoedkundige omgewing te fasiliteer; buitemuurse aktiwiteite ingesluit;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool, kollegas, die beroep en ouers/gemeenskap;*
- *die toepassing van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO) met betrekking tot kollegas, die beroep en ouers/gemeenskap;*
- *demonstrasie van die vermoë om die toepaslike vaardighede van die 21ste eeu (d.w.s. digitaal en nie-digitaal) toe te pas om onderrig te verbeter en leer te verbeter;*
- *bewys van vaardigheid in die vereiste taal (tale); en*
- *die vermoë om begeleide onderwysgerigte, projekgebaseerde take (diensleer) uit te voer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **TPED478**	Semester 1 & 2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practise (Senior & FET Phase Education)

Titel: Onderwyspraktyk (Seniior & VOO-fase Opvoedkunde)

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

- The ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;
- the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);
- the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE);
- the ability to independently apply academic and educational knowledge related to the academic and professional knowledge related to classroom practise (learning in practise and from practise);
- the ability to independently apply different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to independently be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;
- detailed and specialised knowledge and practical application of the characteristics of the learners, classroom management, school, colleagues, the profession and parents/community;
- application of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE) relating to colleagues, the profession and parents/community;
- demonstration of the ability to apply the appropriate 21st Century skills (i.e., digital and non-digital) to improve teaching and enhance learning;
- proof of proficiency in the required language(s); and
- the ability to execute guided education orientated, project-based tasks (service learning).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om 'n positiewe leeromgewing te onderrig en effektief te bestuur, insluitend leerderbehoeftes en betrokkenheid by die sosiale gemeenskap;*
- *die vermoë om probleme met betrekking tot onderrig en begeleide projekgebaseerde leertake te identifiseer, analiseer, evalueer en krities te reflekteer (in die praktyk en vanuit die praktyk);*
- *die vermoë om probleme te vind en toe te pas op probleme wat met onderrig verband hou (prakties en prakties);*
- *verantwoordbare optrede in ooreenstemming met die gedragskode van Suid-Afrikaanse Raad vir Opvoeders (SARO);*
- *die vermoë om akademiese en opvoedkundige kennis met betrekking tot die akademiese en professionele kennis met betrekking tot klaskamerpraktyk (leer in die praktyk en praktyk) onafhanklik toe te pas;*
- *die vermoë om verskillende aspekte onafhanklik toe te pas in die onderrig en seleksie, bestuur en uitvoer van leerassessering (formatief en summatief) in die praktyk en vanuit die praktyk;*
- *die vermoë om selfstandig verantwoordelik te wees vir die ingewikkeldheid van die onderwyser se verantwoordelikhede om leer in 'n diverse opvoedkundige omgewing te fasiliteer; buitemuurse aktiwiteite ingesluit;*
- *gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool, kollegas, die beroep en ouers/gemeenskap;*
- *die toepassing van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir onderrig, in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO) met betrekking tot kollegas, die beroep en ouers/gemeenskap;*
- *demonstrasie van die vermoë om die toepaslike vaardighede van die 21ste eeu (d.w.s. digitaal en nie-digitaal) toe te pas om onderrig te verbeter en leer te verbeter;*
- *bewys van vaardigheid in die vereiste taal (tale); en*
- *die vermoë om begeleide onderwysgerigte, projekgebaseerde take (diensleer) uit te voer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: TPED479	Semester 1&2	NQF-level / *NKR-vlak*: 7

Title: Teaching Practice (ECCE Phase Education)

Titel: Onderwyspraktyk (VKSO Fase Opvoedkunde)

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

- the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;
- the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);
- the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and
- the ability to execute guided education orientated, project-based tasks (service learning).

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om in 'n positiewe leeromgewing te onderrig en so 'n omgewing effektief te bestuur, ingeslote leerderbehoeftes en maatskaplike gemeenskapsbetrokkenheid;*
- *die vermoë om probleme in verband met onderrig en geleide projekgebaseerde leertake (in die praktyk en vanuit die praktyk) te identifiseer, te ontleed, te evalueer en krities te oordink;*
- *die vermoë om oplossings te vind en toe te pas vir ervaarde probleme in verband met onderrig (in die praktyk en vanuit die praktyk);*
- *verantwoordbare gedrag in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO); en*
- *die vermoë om geleide onderwysgerigte, projekgebaseerde take uit te voer (diensleer).*

Method of delivery: Distance

Metode van aflewering: Afstand

Module code / *Modulekode*: **UTEW221**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Understanding the Education(al) World

Titel: Verstaan die Opvoedkund(e/ige) Wêreld

After completion of this module, the student will demonstrate:

- Detailed knowledge and clear understanding of contextually relevant philosophical underpinnings of the educational world;
- a clear understanding of prevalent schools of thought that led to transformation within the field of education;
- an appreciation and evaluation of transformation in education (e.g. social justice and diversity);
- an understanding and application of *an ethic of care* through a personal philosophy of the educational world; and
- the ability to communicate, collaborate and ethically engage with others by means of objective, reasonable, rational, and sound arguments.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Gedetailleerde kennis en duidelike begrip van die kontekstueel relevante filosofiese onderbou van die onderwyswêreld;*

- *'n duidelike begrip van algemene denkrigtings wat gelei het tot transformasie binne die onderwysveld;*
- *'n waardering en evaluering van transformasie in die onderwys (bv. sosiale geregtigheid en diversiteit);*
- *'n begrip en toepassing van 'n etiek van sorg deur middel van 'n persoonlike filosofie van die onderwyswêreld; en*
- *die vermoë om te kommunikeer, saam te werk en eties met ander te skakel deur middel van objektiewe, redelike, rasionele en gesonde argumente.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **UTEW311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Understanding the Education(al) World

Titel: Verstaan die Opvoedkund(e/ige) Wêreld

After completion of this module, the student will demonstrate:

- An ability to evaluate and assess the contextual relevance of philosophical underpinnings in the educational world;
- the ability to analyse critically their own and various theoretical viewpoints within the field of education with the aim of considering the interrelatedness thereof;
- a developed appreciation and evaluation of transformation in education (e.g. social justice and diversity);
- the ability to reflect on the values, ethical conduct and justifiability of decisions within the educational world and in the context of an *ethic of care*;
- the ability to make a meaningful contribution to society through understanding and critical thinking within a diverse social, cultural and economic society; and
- the ability to identify, analyse, critically reflect on and address complex issues and/or challenges related to education with others by means of objective, reasonable, rational, and sound arguments.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *Die vermoë om die kontekstuele relevansie van filosofiese onderbou in die opvoedkund(e/ige) wêreld te evalueer en te beoordeel;*
- *die vermoë om hul eie en verskillende teoretiese standpunte binne opvoedkunde krities te ontleed met die doel om die onderlinge verband daarvan in ag te neem;*
- *'n Ontwikkelde waardering en evaluering van transformasie in opvoedkunde (bv. sosiale geregtigheid en diversiteit);*
- *die vermoë om na te dink oor die waardes, etiese optrede en regverdiging van besluite binne die opvoedkund(e/ige) wêreld en in die konteks van 'n etiek van omgee;*
- *die vermoë om 'n betekenisvolle bydrae tot die samelewing te lewer deur begrip en kritiese denke binne 'n diverse sosiale, kulturele en ekonomiese samelewing; en*
- *die vermoë om komplekse kwessies en/of uitdagings wat verband hou met opvoedkunde saam met ander te identifiseer, te ontleed, krities na te dink en dit aan te spreek deur middel van objektiewe, redelike, rasionele en logiese argumente.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **VTEE223**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Mechanical Technology for Teachers (ii)

Titel: Meganiese Tegnologie vir Onderwysers (ii)

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

- subject knowledge with regard to subject related key terms, concepts, facts and rules that specifically apply to the educational context of Mechanical Technology within the FET phase;
- knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;
- to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;
- the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (research skills); and
- knowledge of presenting FET Technology subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vakkennis aangaande vak-verwante sleutelbegrippe, konsepte, feite en reëls, soos spesifiek van toepassing binne die opvoedkundige konteks ten opsigte van Meganiese Tegnologie in die VOO-fase;*
- *kennis aangaande die interpretering en implementering van die skoolkurrikulum, asook die doeltreffende implementering van vak-spesifieke kurrikulumvereistes, soos die organisering van klaskameraktiwiteite;*
- *demonstrasie van 'n positiewe werksetiek en toepaslike optrede wat by die onderrigprofessie pas, dit versterk en ontwikkel en bydra daartoe om Meganiese Tegnologie doeltreffend te kan onderrig, met inbegrip van aanvaarbare sosiale waardes en beginsels;*
- *die vermoë om leerders op betroubare en verskillende wyses te kan assesseer en om die assesseringsresultate te kan aanwend, ten einde sy/haar onderrig van Meganiese Tegnologie, soos op universiteitsvlak aangebied (navorsingsvaardighede), te kan verbeter; en*
- *kennis aangaande die aanbieding van VOO-Tegnologievakke.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **VTEE313**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Mechanical Technology for Teachers (iii)

Titel: Meganiese Tegnologie vir Onderwysers (iii)

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

- integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Mechanical Technology;
- integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;
- to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;
- the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (research skills); and
- knowledge of presenting FET Technology subjects

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis en begrip aangaande, asook die vermoë om vakverwante konsepte, feite, verskynsels en reëls wat spesifiek op die Meganiese Tegnologiekonteks van toepassing is, korrek te kan evalueer en toepas;*
- *geïntegreerde kennis aangaande en die vermoë om die Nasionale Beleidsdokumente en die doeltreffende implementering van vak-spesifieke kurrikulumvereistes, soos die organisering van klaskameraktiwiteite, praktiese sessies en assesseringskriteria, te kan interpreteer, implementeer en evalueer;*
- *demonstrasie van 'n positiewe werksetiek en toepaslike optrede wat by die onderrigprofessie pas, dit versterk en ontwikkel en bydra daartoe om Meganiese Tegnologie doeltreffend te kan onderrig, met inbegrip van aanvaarbare sosiale waardes en beginsels;*

- *die vermoë om leerders op betroubare en verskillende wyses te kan assesseer en om die assesseringsresultate te kan aanwend, ten einde sy/haar onderrig van Meganiese Tegnologie, soos op universiteitsvlak aangebied (navorsingsvaardighede), te kan verbeter; en*
- *kennis aangaande die aanbieding van VOO-Tegnologievakke.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **VTEE323**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mechanical Technology for Teachers (iv)

Titel: Meganiese Tegnologie vir Onderwysers (iv)

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

- integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Mechanical Technology;
- integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;
- a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles; and
- ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology, presented at university level (research skills); and
- knowledge of presenting FET Technology subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis en begrip aangaande, asook die vermoë om vakverwante konsepte, feite, verskynsels en reëls wat spesifiek op die Meganiese Tegnologiekonteks van toepassing is, korrek te kan evalueer en toepas;*
- *geïntegreerde kennis aangaande en die vermoë om die Nasionale Beleidsdokumente en die doeltreffende implementering van vak-spesifieke kurrikulumvereistes, soos die organisering van klaskameraktiwiteite, praktiese sessies en assesseringskriteria, te kan interpreteer, implementeer en evalueer;*
- *'n positiewe werksetiek en toepaslike optrede wat by die onderrigprofessie pas, dit versterk en ontwikkel en bydra daartoe om Meganiese Tegnologie doeltreffend te kan onderrig, met inbegrip van aanvaarbare sosiale waardes en beginsels;*
- *die vermoë om leerders op betroubare en verskillende wyses te kan assesseer en om die assesseringsresultate te kan aanwend, ten einde sy/haar onderrig van Meganiese Tegnologie, soos op universiteitsvlak aangebied (navorsingsvaardighede), te kan verbeter; en*
- *kennis aangaande die aanbieding van VOO-Tegnologievakke.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **VTEE413**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: Mechanical Technology for Teachers (v)

Titel: Meganiese Tegnologie vir Onderwysers (v)

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

- integrated subject knowledge with regard to subject related terms, concepts, facts and rules that specifically apply to the educational context of Mechanical Technology within the FET phase;
- informed knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;
- to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;
- the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (research skills); and
- knowledge of presenting FET technology subjects.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis aangaande die vakverwante konsepte, feite, verskynsels en reëls wat spesifiek op die Meganiese Tegnologie-onderwyskonteks binne die VOO-konteks van toepassing is;*
- *grondige kennis aangaande die interpretering en implementering van die skoolkurrikulum, asook die doeltreffende implementering van vak-spesifieke kurrikulumvereistes, soos die organisering van klaskameraktiwiteite;*
- *'n positiewe werksetiek en toepaslike optrede wat by die onderrigprofessie pas, dit versterk en ontwikkel en bydra daartoe om Meganiese Tegnologie doeltreffend te kan onderrig, met inbegrip van aanvaarbare sosiale waardes en beginsels;*
- *die vermoë om leerders op betroubare en verskillende wyses te kan assesseer en om die assesseringsresultate te kan aanwend, ten einde sy/haar onderrig van Meganiese Tegnologie, soos op universiteitsvlak aangebied (navorsingsvaardighede), te kan verbeter; en*
- *kennis aangaande die aanbieding van VOO-Tegnologievakke.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **VTEE423**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: Mechanical Technology for Teachers (vi)

Titel: Meganiese Tegnologie vir Onderwysers (vi)

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

- integrated subject knowledge with regard to subject related terms, concepts, facts and rules that specifically apply to the educational context of Mechanical Technology within the FET phase;
- informed knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities; and
- a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde vakkennis aangaande die vakverwante konsepte, feite, verskynsels en reëls wat spesifiek op die Meganiese Tegnologie-onderwyskonteks binne die VOO-konteks van toepassing is;*
- *grondige kennis aangaande die interpretering en implementering van die skoolkurrikulum, asook die doeltreffende implementering van vak-spesifieke kurrikulumvereistes, soos die organisering van klaskameraktiwiteite; en*
- *'n positiewe werksetiek en toepaslike optrede wat by die onderrigprofessie pas, dit versterk en ontwikkel en bydra daartoe om Meganiese Tegnologie doeltreffend te kan onderrig, met inbegrip van aanvaarbare sosiale waardes.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **WSKT123**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: Support Mathematics for FET Technology Student Teachers

Titel: Onderrsteuningsw*iskunde vir VOO Tegnologie-onderwysersstudente*

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

- Detailed knowledge and solid, grounded understanding of fundamental algebraic operations, units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors as well as the application of the aforementioned within relevant topics within the field of technology education;
- *detailed knowledge and solid, grounded understanding of functions, models, usable trigonometric and vectorial cases.within specific technological contexts, as well as the application of the aforementioned within relevant topics within the field of technology education;*
- *The ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form where technology contexts contain mathematical aspects relevant to the topics covered in this module;*
- *The ability to use technology such as calculators as well as other suitable computer- or web-based mathematical tools useful for performing calculations relevant to the topics covered in this module;*
- *Detailed knowledge and solid, grounded understanding of functions, models, usable trigonometric cases and elementary statistics within specific technological contexts, as well as the application of the aforementioned within relevant topics within the field of technology education; and*
- *The ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form where technology contexts contain mathematical aspects relevant to the topics covered in this module.*

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- Grondige kennis en deeglike begrip aangaande grondliggende algebraïese bewerkings, meeteenhede, die oplossing van stelsels en kwadratiese vergelykings, asook probleme waarby vektore betrokke is, sowel as die toepassing van bogenoemde binne toepaslike kontekste in die veld van Tegnologie-onderwys;
- Grondige kennis en deeglike begrip aangaande funksies, modelle, bruikbare trigonometriese en vektor gevalle , binne spesifieke tegnologiese kontekste, sowel as die toepassing van bogenoemde binne toepaslike kontekste in die veld van Tegnologie-onderwys;
- Die vermoë om toegang tot wiskundige terminologie, simbole en notering te verkry en dit akkuraat en duidelik te kan verwerk en bestuur, ten einde inligting op mondelinge en skriftelike wyse binne tegnologiekontekste, wat toepaslike wiskundige aspekte ten opsigte van die temas in hierdie module bevat, te kommunikeer;
- Die vermoë om tegnologie, soos sakrekenaars en dinamiese sagteware, sowel as ander toepaslike rekenaar- of webgebaseerde, wiskundige hulpmiddele wat nuttig kan wees vir berekenings, soos van toepassing op die temas wat in hierdie module behandel word, te gebruik;
- Grondige kennis en deeglike begrip aangaande funksies, modelle, bruikbare trigonometriese gevalle binne spesifieke tegnologiese kontekste, sowel as die toepassing van bogenoemde binne toepaslike kontekste in die veld van Tegnologie-onderwys; en
- Die vermoë om toegang tot wiskundige terminologie, simbole en notering te verkry en dit akkuraat en duidelik te kan verwerk en bestuur, ten einde inligting op mondelinge en skriftelike wyse binne tegnologiekontekste, wat toepaslike wiskundige aspekte ten opsigte van die temas in hierdie module bevat, te kommunikeer.

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **XHAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: IsiXhosa First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: IsiXhosa Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to FAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of FAL learners L1 and language varieties and build on these skills as a foundation for learning IsiXhosa;
- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning IsiXhosa; and
- apply their knowledge of the role of individual learner variables in the process of learning isiXhosa; and the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op EAT-leerders op 'n akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-geletterdheidontwikkeling verskil van T2-geletterdheidontwikkeling;*
- *die belangrikheid van EAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik as grondslag vir die aanleer van IsiXhosa;*
- *in 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van IsiXhosa beïnvloed; en*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van IsiXhosa; en beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHAF221**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: IsiXhosa First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: IsiXhosa Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,

- Syntactic (sentence level) processing,
- Discourse (connected text level) processing;

- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*
  - *Leesvloeiendheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer; en*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiXhosa First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: IsiXhosa Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding to enhance communication between home and school in order to facilitate FAL teaching and build an ethically responsible understanding, as well as an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate ZAL teaching and build ethically responsible partnerships with FAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer;*
- *ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om EAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer;*
- *die vermoë om kommunikasie tussen huis en skool te bevorder om EAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die EAT-gesinne;*
- *'n ingeligte begrip van en aanwending van konsepte oor die interverhouding tussen taal en kultuur;*
- *die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende kulture oor die wêreld en spesifieke kultuur van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes;*
- *die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders;*
- *die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur; en*
- *'n goeie begrip van die verskillende tipes kinderliteratuur, met die fokus op prenteboeke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiXhosa First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: IsiXhosa Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help EAL learners develop oral, reading and writing skills in IsiXhosa
- detailed knowledge of rhetorical and discourse structures so as to apply it to EAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om EAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in IsiXhosa;*

- *diepgaande kennis van retoriese en diskoersstrukture om in EAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiXhosa First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction
Titel: IsiXhosa Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse FAL learners;
- an understanding of a range of methods, activities and tasks and an assessment of their suitability for FAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials (related to listening, speaking, reading and writing skills) according to the appropriate age groups;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance FAL teaching and learning; and
- integrated knowledge and understanding of children's literature in the genres fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse EAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir EAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal (wat verband hou met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe;*
- *die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van ZAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer; en*
- *integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: IsiXhosa First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature
Titel: IsiXhosa Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of FAL assessment;
- an ability to integrate multiple sources of knowledge related to FAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate assessment data in order to inform the teaching decision-making process in an ethically responsible manner;
- an ability to present and communicate FAL assessment results ethically and in an academic manner to a range of audiences offering creative insights and interpretations of the language components;
- the ability to theoretically and critically engage with children's literature through linking the various types of children's literature to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van EAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende EAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*
- *die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om EAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering; en*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: IsiXhosa Home Language FP: Foundational Knowledge and Multicultural Children's Literature
Titel: IsiXhosa Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;

- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*
  - *Leesvlotheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*
  - *Diskoers (aaneengeskakelde teksvlak) prosessering;*
- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *kennis en begrip van relevante teorieë en empiriese navorsing wat leerders se reaksie op kinderliteratuu en die waarde van multikulturele kinderliteratuur onderlê.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: IsiXhosa Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: IsiXhosa Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of languate) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner; and
- the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van 'n taal) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van 'n taal) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.); en Klankbewustheid;*
- *die vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *die vermoë om 'n oorsig van die geskiedenis van kinderliteratuur te gee en ook te onderskei tussen verskillende tipes kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer; en*
- *die vermoë om koöperatief saam te werk in 'n gemeenskap om outentieke kommunikasiebehoeftes te identifiseer en sistematies daaroor te reflekteer ten einde akademiese uitkomste te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel. .*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiXhosa Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: IsiXhosa Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- detailed knowledge and an understanding of morphology (the words of a language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the IsiXhasa spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on IsiXhosa spelling system;
- the ability to use the organising principles of the IsiXhosa spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- the ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- the ability to work together in a community co-operatively and systematically to identify authentic communication needs; and
- the ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gedetaileerde kennis en begrip van morfologie (die woorde van taal) wat verband hou met die onderrig van klanke en spelling, van die verskillende taalstrukture van taal wat die IsiXhosae-spellingsisteem onderlê (bv. foneem-grafeem, lettergreeppatrone, ortografiese (gedrukte) morfeem-eenhede en etimologie, (woordoorsprong) en van algemene trekke van die historiese invloede op die IsiXhhosae spellingsisteem;.*
- *vermoë om die organiserende beginsels van die IsiXhosa-spellingsisteem in terme van klank-, lettergreep- en morfeem-vlakke te gebruik ten einde leerder vordering en of probleme op hierdie vlakke te identifiseer;*
- *vermoë om eksplisiete teenoor nie-eksplisiete, sistematiese vs nie-sistematiese en sekwensiële vs non-sistematiese en sekwensiële klankonderrig te selekteer, te onderskei, te evalueer en toe te pas deur gepaste ontwikkelingsbronne te gebruik in 'n klas met diverse leerders.;*
- *die vermoë om beginsels toe te pas vir die kies en evaluering van toepaslike literatuur vir kinders in 'n multikulturele samelewing;*
- *vermoë om koöperatief en stelselmatig saam te werk in 'n gemeenskap outentieke kommunikasie behoeftes te identifiseer; en*
- *vermoë om outentieke gemeenskapsbehoeftes aan te spreek en betrokke te raak by sistematiese refleksie om akademiese uitkomste te bereik, persoonlike en professionele vorming te stimuleerr en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiXhosa Home Language FP: Semantics, Vocabulary and Picture Books

Titel: IsiXhosa Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- ability to analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (taalkundige betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woord betekenis sowel as frase en sin betekenis soos dit verband hou met woordeskatonderrig en leer;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig te kies, te evalueer en toe te pas op grond van 'n analise van leerderbehoeftes;*
- *die analise, seleksie en toepassing van verskillende tegnieke vir woordeskatonderrig voor, gdurende en ná lees wat gebaseer is op 'n analise en evaluasie van bewysgegronde oefeninge wat verband hou met woordeskatonderrig en -leer;*
- *die rol van woordeskatontwikkeling en -kennis in terme van begrip te analiseer en te reflekteer daarop deur die inligting op duidelike wyse te kommunikeer deur middle van toepaslike akademiese konvensies;*
- *die inwinning, evaluering en kommunikering van inligting in groepsverband oor kunstenaars en hul ilustrering van kinderliteratuur op akkurate, duidelike en eites verantwoordelike wyse; en*
- *begrip van die verskillende soorte kinderliteratuur, met spesifieke fokus op prentboeke, en die vermoë om prentboeke vir onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiXhosa Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: IsiXhosa Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on IsiXhosa syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- the ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry and biographies; and
- engaging in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor IsiXhosa sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poësie en biografieë; en*
- *betrokkenheid in sistemiese refleksie tydns diensleer ter bereiking van akademiese uitkomste, persoonlike en professionele groei en ontwikkeling van sosiale verantwoordelikheid.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: IsiZulu Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;

- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and
- ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatika soos dit betrekking het op die onderrig- en leerbegrip;*
- *vermoë om kennis oor teks-, lees-, taak- en konteksveranderlikes wat 'n impak op begripuitkomste het, te evalueer;*
- *vermoë om eties-verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na lees en wat reflektiewe leeswerk deur alle leerders bevorder;*
- *begrip van die konseptuele modelle wat verband hou met die sielkunde van lees;*
- *geïntegreerde kennis van die belangrikste teks genres ten einde verantwoordelike onderrig te verseker;*
- *vermoë om op eties verantwoordelike wyse assesseringstrategieë te kies en te bestuur wat leerders die geleentheid bied om begrip te demonstreer, te kies en te administreer;*
- *die vermoë om tradisionele letterkunde asook informatiewe tekste in hul onderrig te integreer en toe te pas; en*
- *die vermoë om tradisionele letterkunde asook inligtingstekste te vergelyk en te onderskei, ten einde goed gevormde argumente te kommunikeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiXhosa Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: IsiXhosa Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - mechanics and conventions of writing,
  - composition,
  - revision,
  - editing processes;
- ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participate in positive social change through the process of producing a capstone project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die belangrikste komponente en prosesse van geskrewe verwoording en goe dit met mekaar in wisselwerking tree (bv. basiese skryf- / transkripsievaardighede versus teksgenerering);*
- *vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur middle van bewysgegronde praktyk:*
  - *Meganiese werking en konvensies van skryfwerk,*
  - *Setwerk,*
  - *Hersiening,*
  - *Redigeerprosesse;*
- *vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van letterbenoeming en -vorming, vir beide hand- en kursiewe skrif, ten einde onderrig aan te pas by leerderbehoeftes;*
- *vermoë om tegnieke vir onderrig in handskrifvaardigheid te selekteer en toe te pas;*
- *geïntegreerde kennis en begrip van kinderliteratuur, met spesifieke verwysing na fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur middle van die diensleerprojek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **XHOF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: IsiXhosa Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature

Titel: IsiXhosa Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- the ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verwant is aan die fundamentele aspekte van taalassessering;*
- *'n vermoë om veelvoudige kennisbronne wat verband hou met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te raadpleeg;*
- *die vermoë om assesseringsdata in te samel en taalassesseringsinligting te sintetiseer en evalueer ten einde op eties en verantwoordelik wyse 'n ingeligte onderrigbesluitnemingsproses te verseker;*
- *'n vermoë om assesseringsresultate eties en op akademies korrekte wyse aan te bied en te kommunikeer wat kreatiewe insigte en nougesette interpretasies van die taalkomponent wat assesseer word, bied aan 'n wye spektruk van gehore;*
- *die vermoë om op teoretiese wyse betrokke te raak by kinderliteratuur deur die verskillende tipes met 'n kritiese benadering te koppel; en*
- *die vermoë om op etiese wyse te reflekteer op kontroversiële kwessies in kinderliteratuur en hoe om hierdie kwessies te hanteer in die onderwyspraktyk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUAF211**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: IsiZulu First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature

Titel: IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Taalverwerwing en -Ontwikkeling en Seleksie en Evaluering van Kinderliteratuur

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

- the ability to present and communicate information on current and historical theories and research in language acquisition as applied to ZAL learners in an academically acceptable manner;
- an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;
- the ability to evaluate the importance of ZAL learners L1 and language varieties and build on these skills as a foundation for learning IsiZulu;
- the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning IsiZulu;
- apply their knowledge of the role of individual learner variables in the process of learning IsiZulu; and
- the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *huidige en historiese teorieë en navorsing in taalverwerwing te kan oordra en te kommunikeer soos toegepas op ZAT-leerders op 'n akademiese vlak;*
- *begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-ontwikkeling verskil van T2-ontwikkeling;*
- *die belangrikheid van ZAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik om die aanleer van IsiZulu te bou;*
- *in 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van IsiZulu beïnvloed;*
- *kennis oor individuele leerderverskille te kan illustreer in die onderrig van IsiZulu; en*
- *beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUAF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature

Titel: IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom; and
- knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van:*
  - *Mondelinge taal (semantiek, sintaksis, pragmatiek),*
  - *Fonologiese vaardigheid,*
  - *Geskrewe woordherkenning,*
  - *Spelling,*
  - *Leesvloeiendheid,*
  - *Leesbegrip,*
  - *Geskrewe uitdrukking;*
- *die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf:*
  - *Fonologiese verwerking (spraak en klank),*
  - *Ortografiese (geskrewe) verwerking,*
  - *Semantiese (betekenis) verwerking,*
  - *Sintaktiese (sinsvlak) verwerking,*
  - *Diskoersverwerking (teksvlak);*
- *die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer; en*
- *kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUAF311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiZulu First Additional Language in FP teaching: Language, Culture and Picture Books

Titel: IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Taal, Kultuur en Prenteboeke

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

- knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;
- an informed understanding to enhance communication between home and school in order to facilitate ZAL teaching and build an ethically responsible understanding, as well as an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;
- the ability to enhance communication between home and school to facilitate ZAL teaching and build ethically responsible partnerships with ZAL families;
- an informed understanding of and application of concepts about the interrelationship between language and culture;
- the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;
- the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer;*
- *ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om ZAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer;*
- *die vermoë om kommunikasie tussen huis en skool te bevorder om ZAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die ZAT-gesinne;*
- *'n ingeligte begrip van en aanwending van konsepte oor die interverhouding tussen taal en kultuur;*
- *die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende kulture oor die wêreld en spesifieke kultuur van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes;*
- *die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders;*
- *die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur; en*
- *'n goeie begrip van die verskillende tipes kinderliteratuur, met die fokus op prenteboeke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUAF321**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies

Titel: IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Taal as 'n Sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë

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

- detailed knowledge and understanding of the components of language and language as an integrative system;
- the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help ZAL learners develop oral, reading and writing skills in IsiZulu;
- detailed knowledge of rhetorical and discourse structures so as to apply it to ZAL learning; and
- integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem;*
- *die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om ZAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in IsiZulu;*
- *diepgaande kennis van retoriese en diskoersstrukture om in ZAT-leer toe te pas; en*
- *geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUAF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiZulu First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction

Titel: IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Beplanning, Implementering en Bestuur van Onderrig asook Fantasie, Wetenskapfiksie en Kontemporêre Realistiese Fiksie

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

- integrated knowledge of the instructional needs of diverse ZAL learners;
- an understanding of a range of methods, activities and tasks and an assessment of their suitability for ZAL learners' teaching and learning;
- the ability to select and adapt culturally responsive and linguistically accessible materials (related to listening, speaking, reading and writing skills) according to the appropriate age groups;
- the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance ZAL teaching and learning; and
- integrated knowledge and understanding of children's literature in the genres fantasy, science fiction and contemporary realistic fiction.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *integreer kennis oor die onderrigbehoeftes van diverse ZAT-leerders;*
- *begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir ZAT-leerders se onderrig en leer;*
- *die vermoë om kultureel-responsiewe en linguisties-toeganklike onderrigmateriaal (wat verband hou met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe;*
- *die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van ZAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer; en*
- *integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskapsfiksie en kontemporêre realistiese fiksie.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUAF421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: IsiZulu First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature

Titel: IsiZulu Eerste Addisionele Taal in GSF-Onderrig: Assessering en Kritiese Onderwerpe in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of ZAL assessment;

- an ability to integrate multiple sources of knowledge related to ZAL assessment methods, techniques, tools and practices;
- the ability to gather, synthesise and evaluate assessment data in order to inform the teaching decision-making process in an ethically responsible manner;
- an ability to present and communicate ZAL assessment results ethically and in an academic manner to a range of audiences offering creative insights and interpretations of the language components;
- the ability to theoretically and critically engage with children's literature through linking the various types of children's literature to a critical approach; and
- the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van ZAT-assessering;*
- *die vermoë om veelvuldige bronne van kennis rakende ZAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer;*
- *die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind;*
- *die vermoë om ZAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente;*
- *die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering;*
- *die vermoë om eties te reflekteer op kontroversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUCL121**	Semester 2	NQF-level / *NKR-vlak*: 5

Title: Language of Conversational Competence: IsiZulu

Titel: IsiZulu: Basiese Gesprekskommunikasie

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

- functional employment knowledge of the grammatical structures of IsiZulu;
- a functional vocabulary for basic inter-personal communication;
- elementary individual listening and writing skills in IsiZulu; and
- knowledge of IsiZulu culture.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *funksionele gebruikskennis van grammatikale strukture van IsiZulu;*
- *'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;*
- *elementêre individuele luister- en skryfvaardighede in IsiZulu; en*
- *kennis van Zoeloe kultuur.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: IsiZulu Home Language FP: Foundational Knowledge and Multicultural Children's Literature

Titel: IsiZulu Huistaal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur

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

- knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development;
- the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development;
- the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of:
  - Oral language (semantic, syntactic, pragmatic),
  - Phonological skill,
  - Printed word recognition,
  - Spelling,
  - Reading fluency,
  - Reading comprehension,
  - Written expression;
- the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently:
  - Phonological (speech sound) processing,
  - Orthographic (print) processing,
  - Semantic (meaning) processing,
  - Syntactic (sentence level) processing,
  - Discourse (connected text level) processing;
- the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;
- the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and
- the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating independent research in an academically acceptable manner.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese, motiverings- en sosiokulturele grondbeginsels van lees- en skryfprosesse, -komponente en -ontwikkeling beskryf;*
- *die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die histories gedeelde kennis van die beroep én veranderinge in die persepsies van lees- en skryfprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon;*
- *die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvooruitgang van:*
  - *Gesproke taal (semanties, sintakties, pragmaties),*
  - *Fonologiese vaardigheid,*
  - *Herkenning van ortografiese (gedrukte) woorde,*
  - *Spelling,*

- *Leesvlotheid,*
- *Leesbegrip,*
- *Geskrewe uitdrukking;*

- *die vermoë om inligting oor die taalprosesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en duidelik te kommunikeer:*
  - *Fonologiese (spraakklank) prosessering,*
  - *Ortografiese (gedrukte) prosessering,*
  - *Semantiese (betekenis) prosessering,*
  - *Sintaktiese (sinsvlak) prosessering,*
  - *Diskoers (aaneengeskakelde teksvlak) prosessering;*
- *die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer;*
- *die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig; en*
- *die vermoë om 'n oorsig te gee van die geskiedenis van kinderliteratuur en om te onderskei tussen verskillende soorte kinderliteratuur deur onafhanklike navorsing op akademies aanvaarbare wyse te kommunikeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature

Titel: IsiZulu Huistaal GSF: Fonetiek, Fonologie, Klankbewustheid en die Geskiedenis van Kinderliteratuur

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

- knowledge and an informed understanding of phonetics (the sounds of IsiZulu phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of IsiZulu) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness;
- ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors;
- knowledge and an informed understanding or relevant theories and empirical research underlying learners` responses to children`s literature and the value of children`s literature;
- knowledge of and engagement in research related to the fundamentals of language assessment; and
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van fonetiek (die klanke van IsiZulu foneme) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van IsiZulu) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.), en klankbewustheid;*
- *vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter;*
- *kennis en ingeligte begrip of relevante teorieë en empiriese navorsing onderliggend aan leerders se reaksies op kinders se literatuur en die waarde van kinderliteratuur;*
- *kennis van en betrokkenheid by navorsing wat verband hou met die grondslae van taalassessering; en*
- *vermoë om verskeie kennisbronne in verband met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te ondersoek.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and Selecting and Evaluating Children's Literature

Titel: IsiZulu Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die Seleksie en Evaluering van Kinderliteratuur

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

- knowledge and an understanding of morphology (the words of IsiZulu) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the IsiZulu spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin).
- ability to use the organising principles of the IsiZulu spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;
- ability to select, differentiate between, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners;
- ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society;
- ability to work together in a community co-operatively and systematically to identify authentic communication needs; and
- ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip van morfologie (die woorde van IsiZulu) soos dit verband hou met die onderrig van klanke en spelling, die verskillende strukture van taal wat die IsiZulu-spellingsisteem onderliggend is (bv. Foneme-grafeem, lettergreeppatrone, morfeemeenhede in drukskrif, en woord oorsprong).*
- *vermoë om die organiserende beginsels van die IsiZulu-spellingsisteem by die klank-, lettergreep- en morfeme-vlakke te gebruik ten einde leerder vordering en of probleme op hierdie vlakke te identifiseer;*
- *vermoë om eksplisiete teenoor nie-eksplisiete, sistematiese vs nie-sistematiese en sekwensiële vs nie-opeenvolgende klanke-instruksies te kies, te onderskei, te evalueer en toe te pas deur gebruik te maak van ontwikkelingsgeskikte bronne in 'n klas met diverse leerders;*
- *vermoë om beginsels toe te pas vir die kies en evaluering van toepaslike literatuur vir kinders in 'n multikulturele samelewing;*
- *vermoë om saam te werk in 'n gemeenskap koöperatief en stelselmatig outentieke kommunikasie behoeftes te identifiseer; en*
- *vermoë om outentieke gemeenskapsbehoeftes aan te spreek en betrokke te raak by sistematiese refleksie om akademiese doelwitte te bereik, hul persoonlike en professionele vorming te verbeter en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language FP: Semantics, Vocabulary and Picture Books

Titel: IsiZulu Huistaal GSF: Semantiek, Woordeskat en Prenteboeke

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

- integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- ability to analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van semantiek (taalkundige betekenis van woorde, frases en sinne) en begrip van sleutelterme, konsepte en reëls van woord betekenis sowel as frase en sin betekenis soos dit verband hou met woordeskatonderrig en leer;*
- *vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig te kies, te evalueer en toe te pas op grond van 'n analise van leerderbehoeftes;*
- *vermoë om gevorderde tegnieke vir woordeskatonderrig te analiseer, te selekteer en toe te pas voor, tydens en na lees, gebaseer op 'n analise en evaluering van bewysgebaseerde praktyk wat verband hou met woordeskatonderrig en -leer;*
- *vermoë om die rol van woordeskatontwikkeling en woordeskatkennis te ontleed en te reflekteer deur die inligting samehangend te kommunikeer deur gebruik te maak van toepaslike akademiese konvensies;*
- *vermoë om in 'n groep te werk om inligting akkuraat, samehangend en op eties-verantwoordelike wyse tov kunstenaars en hul illustrasies van kinderliteratuur te versamel, evalueer en te kommunikeer; en*
- *begrip van die verskillende soorte kinderliteratuur, spesifiek gefokus op prentboeke, en die vermoë om prentboeke in hul onderrigaktiwiteite te selekteer en te implementeer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF311**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies

Titel: IsiZulu Huistaal GSF: Sintaksis, Vlotheid en Tradisionele Letterkunde, Poësie, Historiese Fiksie en Biografieë

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

- integrated knowledge and critical evaluation of research on IsiZulu syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- the ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- the ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs;
- integrated knowledge of different types of children's literature, namely traditional, poetry and biographies; and
- engaging in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en kritiese evaluasie van navorsing oor IsiZulu sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip;*
- *die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing;*
- *die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied;*
- *begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer;*
- *geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poësie en biografieë; en*
- *stelselmatig na te dink tydens die diensleerprojek ten einde akademiese doelwitte te bereik, hul persoonlike en professionele vorming te verbeter en sosiale verantwoordelikheid te ontwikkel.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts

Titel: IsiZulu Huistaal GSF: Diskoersanalise, Pragmatiek, Begrip en Inligtingstekste

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments; and
- ability to integrate and apply traditional literature as well as informational texts in their teaching.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatika soos dit verband hou met begripsonderrig en leer;*
- *vermoë om kennis oor teks-, lees-, taak- en konteksveranderlikes te evalueer wat 'n impak op begripuitkomste het;*
- *vermoë om eties-verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na lees en wat reflektiewe leeswerk deur alle leerders bevorder;*
- *begrip van die konseptuele modelle wat verband hou met die leespsigologie;*
- *geïntegreerde kennis van die belangrikste teksgenres ten einde verantwoordelike onderwyspraktyk te verseker;*
- *vermoë om op eties verantwoordelike maniere assesseringstrategieë te kies en te bestuur wat leerders die geleentheid bied om begrip te demonstreer;*
- *vermoë om te vergelyk en te onderskei tussen tradisionele literatuur en inligtingstekste ten einde goed gevormde argumente te kommunikeer; en*
- *vermoë om tradisionele literatuur sowel as inligtingstekste in hul onderrig te integreer en toe te pas.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction
Titel: IsiZulu Huistaal GSF: Skryfwerk, Handskrif en Fantasie, Wetenskapfiksie en Kontemporêr-Realistiese Fiksie

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

- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - mechanics and conventions of writing,
  - composition,
  - revision,
  - editing processes;
- ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs;
- ability to select and apply techniques for teaching handwriting fluency;
- integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction; and
- participate in positive social change through the process of producing a capstone project.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis van en betrokkenheid by die hoofkomponente en prosesse van skriftelike uitdrukking en hoe dit interaksie het (bv. Basiese skryf- / transkripsievaardighede versus teksgenerasie);*
- *vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur bewysgebaseerde praktyk toe te pas:*
  - *meganika en konvensies van skryf,*
  - *samestelling,*
  - *hersiening,*
  - *redigeerprosesse;*
- *vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van briefbenaming en lettervorming, beide manuskrip en kursief om onderrig by leerderbehoeftes aan te pas;*
- *vermoë om tegnieke vir die skryf van handskrifsvlotheid te selekteer en toe te pas;*
- *geïntegreerde kennis en begrip van kinderliteratuur, spesifiek fantasie, wetenskapfiksie en kontemporêre realistiese fiksie; en*
- *deelname aan positiewe sosiale verandering deur die proses van die vervaardiging van 'n "capstone" projek.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFF421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: IsiZulu Home Language FP: School-Based Language Assessment and Critical Issues in Children's Literature
Titel: IsiZulu Huistaal GSF: Skoolgebaseerde Taalassessering en Kritiese Kwessies in Kinderliteratuur

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

- knowledge of and engagement in research related to the fundamentals of language assessment;
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;
- ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;
- ability to theoretically engage with children's literature through linking the various types to a critical approach; and
- ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van en betrokkenheid by navorsing wat verband hou met die grondslae van taalassessering;*
- *vermoë om verskeie kennisbronne in verband met taalassesseringsmetodes, tegnieke, gereedskap en praktyke te ondervra;*
- *vermoë om assesseringsdata te versamel, te sintetiseer en te evalueer ten einde die onderrigbesluitnemingsproses eties en verantwoordelik in te lig;*
- *vermoë om assesseringsresultate eties en op akademies akkurate wyse aan te bied aan 'n verskeidenheid gehore wat kreatiewe insigte bied en streng interpretasies van die taalkomponente wat geassesseer word;*
- *vermoë om teoreties met kinderliteratuur te betrek deur die verskillende tipes te koppel aan 'n kritiese benadering; en*
- *vermoë om eties te reflekteer oor omstrede kwessies in kinderliteratuur en hoe om hierdie kwessies in die onderwyspraktyk te hanteer.*

Method of delivery: Contact, Distance
Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI111**	Semester 1	NQF-level / *NKR-vlak*: 5

Title: IsiZulu Home Language: Introductory Linguistics, Instructional Perspectives and Types of Literatures
Titel: IsiZulu Huistaal: Inleidende Linguistiek, Onderrigperspektiewe en Letterkundetipes

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

- ability of differentiate between the three levels of Languages (Home Language, First and Second Additional Language);
- foundational knowledge and an informed understanding of linguistics and describe the socio-cultural foundations of learning a Home Language, its development;
- foundational knowledge and an informed understanding of different literatures that are relevant to Intermediate phase learners and describe the cultural, indigenous knowledge systems and diversity aspects that are reflected in them; and
- understanding of various instructional methods in linguistics and literature.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om tussen die drie taalvlakke (Huistaal, Eerste en Tweede Addisionele Taal) te kan onderskei;*
- *fundamentele kennis en deeglike begrip aangaande linguistiek, en om die sosiokulturele grondbeginsels van leer in 'n Huistaal, asook die ontwikkeling daarvan, te kan beskryf;*
- *fundamentele kennis en deeglike begrip aangaande verskillende letterkundetipes, soos van toepassing op Intermediêrefase-leerders, en om die kulturele, inheemse kennisstelsels en diversiteitsaspekte wat daardeur weerspieël word, te kan beskryf; en*

- *begrip aangaande verskeie onderrigmetodes ten opsigte van linguistiek en letterkunde.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI121**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language: Phonetics, Phonology, Instructional Methods and Speaking Skills

Titel: IsiZulu Huistaal: Fonetiek, Fonologie, Onderrigmetodes en Spraakvaardighede

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

- knowledge and an informed understanding of phonetics (the sounds of IsiZulu phonemes) in terms of how speech sounds are produced and characterised;
- detailed knowledge and an informed understanding of phonology (the sound patterns of IsiZulu) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.);
- detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject; and
- understanding of various aspects that detail auditory abilities of an Intermediate phase learner and the ability to engage learners in improving their auditory and speaking skills.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en grondige begrip aangaande fonetiek (die klanke van IsiZulu-foneme) ten opsigte van die wyse waarop spraakklanke voortgebring en gekarakteriseer word;*
- *grondige kennis en begrip aangaande fonologie (die IsiZulu-klankpatrone), soos dit met klankvormingstelsels en -patrone in menslike taal verband hou (bv. die volgorde waarin spraakklanke gekombineer word, die aksent en klempatrone wat tipies op woorde en frases toegepas word, ens.);*
- *grondige kennis en begrip aangaande onderrigmetodes en -strategieë ten opsigte van die onderrig van ŉ Huistaal as vak; en*
- *begrip aangaande verskeie aspekte wat die luistervaardighede van ŉ Intermediêrefase-leerder omskryf, asook die vermoë om leerders by die verbetering van hulle luister- en spraakvaardighede betrokke te kan kry.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language: History of Literatures, Morphology, the Study of Children`s Literature, Reading and Visual Skills

Titel: IsiZulu Huistaal: Geskiedenis van Letterkunde, die Studie van Literatuur, Lees- en Visuele Vaardighede

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

- knowledge and an understanding of the history of literatures (different genres);
- ability to analytically interpret children`s literature;
- knowledge and an informed understanding of relevant theories and research on children`s literature and folktales and their value;
- detailed knowledge of paradigmatic Morphology of the IsiZulu noun, pronouns and adjectives;
- ability to describe instructional activities that are relevant to the teaching of nouns and pronouns;
- knowledge and ability to apply instructional activities in a literature classroom;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument;
- understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs; and
- detailed knowledge of visual skills and how to assess it.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis en begrip aangaande die geskiedenis van letterkunde (verskillende genres);*
- *die vermoë om kinderliteratuur analities te kan interpreteer;*
- *kennis en grondige begrip aangaande toepaslike teorieë en navorsing ten opsigte van kinderliteratuur en volksverhale en die waarde daarvan;*
- *grondige kennis aangaande paradigmatiese Morfologie ten opsigte van IsiZulu-selfstandige naamwoorde, -voornaamwoorde en -byvoeglike naamwoorde;*
- *die vermoë om toepaslike onderrigaktiwiteite vir die onderrig van selfstandige naamwoorde en voornaamwoorde te kan beskryf;*
- *die kennis en vermoë om onderrigaktiwiteite in ŉ letterkundeklaskamer te kan toepas;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge leeswerk, stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *die vermoë om inligting aangaande die rol van vlotheid in leesontwikkeling te kan insamel en analiseer, asook om sy/haar idees met behulp van goedgeformuleerde en samehangend-gestelde beredenering te kan aanbied;*
- *begrip aangaande en die vermoë om ŉ reeks metodes, aktiwiteite en tegnieke te kan toepas, ten einde vlotheid te kan versterk en leerders se diverse behoeftes te kan aanspreek; en*
- *grondige kennis van visuele vaardighede, asook die assessering daarvan.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Home Language: Morphology, Children`s Literature, Instructional Methods, Reading and Assessment

Titel: IsiZulu Huistaal: Morfologie, Kinderliteratuur, Onderrigmetodes, Leeswerk en Assessering

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

- detailed knowledge and an understanding of paradigmatic morphology as it relates to the structure of the IsiZulu verb, particles, and conjunctions;
- ability to spell the above words correctly;
- ability to describe instructional activities that are relevant to the teaching of verbs, particles and conjunctions;
- ability to apply principles for selecting and evaluating appropriate literature for children and IsiZulu Folktales that reveals diversity aspects, cultural and indigenous knowledge;
- understanding and ability to interrogate and bring up a solution to problems experienced by Intermediate phase learners in reading; and
- detailed knowledge of the principles of assessment in a Language classroom.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige kennis en begrip aangaande paradigmatiese Morfologie, soos dit met die struktuur van IsiZulu-werkwoorde, -deelwoorde en -voegwoorde verband hou;*
- *die vermoë om bogenoemde woorde korrek te kan spel;*

- *die vermoë om toepaslike onderrigaktiwiteite vir die onderrig van werkwoorde, deelwoorde en voegwoorde te kan beskryf;*
- *die vermoë om beginsels aangaande toepaslike kinderliteratuur en IsiZulu-volksverhale wat diversiteitsaspekte, kulturele en inheemse kennis openbaar, te kan selekteer en evalueer;*
- *begrip aangaande en die vermoë om leesprobleme van Intermediêrefase-leerders te kan bevraagteken en oplos; en*
- *grondige kennis aangaande die assesseringsbeginsels in 'n Taalklaskamer.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI312**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Home Language: Morphology, Syntax, Traditional Literature and Writing

Titel: IsiZulu Huistaal: Morfologie, Sintaksis, Tradisionele Letterkunde en Skryfwerk

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

- ability to form the correct IsiZulu sentences and analysing their structures;
- detailed knowledge of the components and combinatory rules of word groups;
- understanding of the syntactic adverbs and interjections and they are used in sentences;
- integrated knowledge and critical evaluation of research on IsiZulu syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;
- ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;
- integrated knowledge of different types of literature for children, namely traditional and poetry;
- ability to critically analyse texts from a range of literature for children;
- ability to theoretically engage with children's literature through linking the various types to critical approach;
- integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation);
- ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice:
  - Mechanics and conventions of writing,
  - Composition,
  - Revision, and
  - Editing processes; and
- writing instruction based on the evidence-based practice related to writing.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om die korrekte IsiZulu-sinne te kan vorm en die sinstrukture te kan analiseer;*
- *grondige kennis aangaande die komponente en kombinatoriese reëls van woordgroepe;*
- *begrip aangaande sintaktiese bywoorde en tussenwerpsels en die wyse waarop dit in sinne gebruik word;*
- *geïntegreerde kennis aangaande en kritiese evaluering van navorsing oor IsiZulu-sintaksis, asook die verband daarvan met woordeskat, vlotheid en begrip in onderrig-leer;*
- *die vermoë om die rol van vlotheid in woordherkenning, mondelinge leeswerk, stillees, begrip van geskrewe diskoers en leesmotivering te kan identifiseer, analiseer, evalueer en krities daaroor te kan besin, met inbegrip van die kritiese analise van bewys-gebaseerde navorsing;*
- *geïntegreerde kennis aangaande verskillende tipes kinderliteratuur, naamlik tradisionele kinderliteratuur en poësie;*
- *die vermoë om tekste vanuit 'n reeks kinderliteratuurbronne krities te kan analiseer;*
- *die vermoë om teoreties by kinderliteratuur betrokke te kan raak deur die verband tussen verskillende tipes kinderliteratuur en kritiese benadering te kan aandui;*
- *geïntegreerde kennis aangaande en betrokkenheid by die hoofkomponente en -prosesse ten opsigte van geskrewe uitdrukking en die wyse waarop dit op mekaar inwerk (bv. basiese skryf-/transkripsievaardighede teenoor teksontwikkeling);*
- *die vermoë om graad- en ontwikkelingsverwagtinge van leerders wat op die volgende gebiede skryf, deur middel van bewys-gebaseerde praktyk te kan evalueer:*
  - *Meganika en skryfkonvensies,*
  - *Komposisie,*
  - *Hersiening, en*
  - *Redigeerprosesse; en*
- *skryfonderrig, op grond van bewys-gebaseerde praktyk aangaande skryfwerk.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI322**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Home Language: Semantics, Vocabulary, Creative Writing, Children`s Literature and Assessment

Titel: IsiZulu Huistaal: Semantiek, Woordeskat, Skeppende Skryfwerk, Kinderliteratuur en Assessering

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

- integrated knowledge of semantics (linguistic meaning of words, phrases, idiomatic expressions, poetic language, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;
- the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;
- an ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning;
- analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;
- their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; and
- an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande Semantiek (linguistiese betekenis van woorde, frases, idiomatiese uitdrukkings, poëtiese taal, en sinne), asook begrip aangaande sleutelbegrippe, konsepte en reëls ten opsigte van woord-, asook frase- en sinsbetekenis, soos dit met woordeskatonderrig en -leer verband hou;*
- *die vermoë om direkte en indirekte (kontekstuele) metodes van woordeskatonderrig op grond van 'n analise van leerderbehoeftes oordeelkundig te kan evalueer en toepas;*
- *die vermoë om verskillende woordeskatonderrigtegnieke voor, tydens en na afloop van leeswerk te kan analiseer, selekteer en toepas op grond van 'n analise en evaluering van bewys-gebaseerde praktyk ten opsigte van woordeskatonderrig en -leer;*
- *besinning oor die rol van woordeskatontwikkeling en begripskennis en om dit deur middel van samehangende kommunikering van inligting te kan analiseer, met inbegrip van die gebruik van toepaslike akademiese konvensies;*

- *sy/haar vermoë om in 'n groep te kan werk, ten einde inligting akkuraat, samehangend en op 'n eties-verantwoordelike wyse te kan insamel, evalueer, kommunikeer en toepas op kunstenaars en hulle illustrasies van kinderliteratuur; en*
- *begrip aangaande die verskillende tipes kinderliteratuur, met spesifieke fokus op prenteboeke, en die vermoë om prenteboeke te kan selekteer en implementeer in sy/haar onderrigaktiwiteite.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment

Titel: IsiZulu Huistaal: Diskoersanalise, Pragmatiek, Begrip, Nie-Literêre Tekste en Assessering

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

- integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;
- ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;
- ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;
- understanding of the conceptual models related to the psychology of reading;
- integrated knowledge of the major text genres in order to ensure responsible teaching practice;
- ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;
- ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments;
- ability to integrate and apply traditional literature as well as informational texts in their teaching
- ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices; and
- ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by diskoersanalise en pragmatiek, soos dit met begrip in onderrig-leer verband hou;*
- *die vermoë om kennis aangaande teks-, leser-, taak-, asook konteksveranderlikes wat 'n impak op begripsuitkomste kan hê, te kan evalueer;*
- *die vermoë om eties-verantwoordelike besluite te kan neem wat met die toepassing en evaluering van onderrigstrategieë, voor, tydens en na afloop van leeswerk verband hou en wat reflektiewe leer by alle leerders kan bevorder;*
- *begrip aangaande die konseptuele modelle wat met die sielkundige aspek van leeswerk verband hou;*
- *geïntegreerde kennis aangaande die belangrike teksgenres, ten einde verantwoordbare onderrigpraktyk te kan verseker;*
- *die vermoë om assesseringstrategieë op eties-verantwoordelike wyse te kan toepas, ten einde aan leerders geleenthede te kan bied om begrip te kan demonstreer;*
- *die vermoë om tussen tradisionele letterkunde en informele tekste te kan onderskei, ten einde deur middel van goed geformuleerde beredenering te kan kommunikeer;*
- *die vermoë om tradisionele letterkunde sowel as informele tekste in sy/haar onderrig te kan toepas;*
- *die vermoë om veelvoudige kennisbronne wat met taalassesseringsmetodes, -tegnieke, -instrumente en -praktyke verband hou, te kan bevraagteken; en*
- *die vermoë om assesseringsdata te kan insamel en taalassesseringsinligting te kan sintetiseer en evalueer, ten einde die onderrigbesluitnemingsproses eties-verantwoordelik te kan toelig.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUFI421**	Semester 2	NQF-level / *NKR-vlak*: 8

Title: IsiZulu Home Language: Research – Literature, Linguistics, Instructional Methods and Assessment

Titel: IsiZulu Huistaal: Navorsing – Letterkunde, Linguistiek, Onderrigmetodes en Assessering

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

- integrated knowledge of and engagement with the literary theories in the analysis of literary texts;
- ability to integrate the didactic and literary theory during the lesson;
- ability to critically reflect on research-based principles for teaching a literary text applying various literary theories;
- ability to critically reflect on research-based principles for teaching grammatical aspects of language;
- ability to produce a literary text of Intermediate phase level;
- detailed knowledge of conducting research based on language, language in education related issues or literature or literature in education related issues.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *geïntegreerde kennis aangaande en betrokkenheid by literêre teorieë tydens die analise van literêre tekste;*
- *vermoë om die didaktiese en literêre teorie tydens lesaanbieding te kan integreer;*
- *vermoë om krities oor navorsings-gebaseerde beginsels te kan besin, ten einde 'n literêre teks met behulp van die toepassing van verskeie literêre teorieë te kan onderrig;*
- *vermoë om krities oor navorsings-gebaseerde beginsels te kan besin, ten einde grammatikale taalaspekte te kan onderrig;*
- *die vermoë om 'n literêre teks op Intermediêrefase-vlak te kan produseer; en*
- *grondige kennis aangaande die onderneem van navorsing op grond van taal, taal in onderwysverwante kwessies, of letterkunde, of letterkunde in onderwysverwante kwessies.*

Method of delivery: Contact, Distance

Metode van aflewering: Kontak, Afstand

Module code / *Modulekode*: **ZUIP211**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Additional Language: Language Acquisition and Development and the Selection and Evaluation of Multicultural Children's Literature for the Intermediate Phase

Titel: IsiZulu Addisionele Taal: Taalverwerwing en Ontwikkeling en die Seleksie en Evaluering van Multikulturele Kinderliteratuur vir die Intermediêrefase

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

- convey thorough knowledge of L1 and L2 acquisition through current and historical theory and research in language acquisition;
- provide a research-based explanation of how L1 development differs from L2 and what role L1 plays in teaching L2;
- illustrate the developmental stages of Grades 4 to 6 learners and explain individual learner needs; and
- apply principles for the selection and evaluation of appropriate multicultural children's and youth literature for children.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *grondige vakkennis ten opsigte van T1 en T2 verwerwing deur middel van huidige en historiese teorie en navorsing in taalverwerwing te kan oordra;*
- *'n navorsingsgerigte verduideliking te kan gee oor hoe T1 ontwikkeling van T2 verskil en watter rol T1 speel in die onderrig van T2;*

- *kennis oor die ontwikkelingsfases van Graad 4 tot 6 leerders te kan illustreer en individuele leerderbehoeftes te kan verduidelik; en*
- *beginsels vir die seleksie en evaluasie van toepaslike multikulturele kinder – en jeugliteratuur vir kinders te kan toepas.*

Method of delivery: Contact
Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUIP221**	Semester 2	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Additional Language: Focus on Oral Language Development and Language Proficiency Processes involved in Speaking and Reading and Writing in the Intermediate Phase
Titel: IsiZulu Addisionele Taal: Fokus op Mondelinge Taalontwikkeling en Taalvaardigheidsprosesse betrokke by Praat en Lees en Skryf in die Intermediêrefase

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

- knowledge of learners in terms of linguistic diversity as well as pronunciation differences between languages;
- ability to gather information based on the development of oral language and to compare it with:
  - word recognition,
  - spelling,
  - written expression;
- thorough knowledge that focuses on listening skills;
- thorough knowledge that focuses on speaking skills;
- ability to compile activities to promote listening and speaking skills; and
- thorough knowledge and understanding of vocabulary education.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *kennis van leerders in terme van linguistiese diversiteit asook uitspraakverskille tussen tale;*
- *vermoë om inligting gegrond op die ontwikkeling van mondelingetaal te versamel en vergelyk met:*
  - *woordherkenning,*
  - *spelling,*
  - *geskreweuitdrukking;*
- *grondige vakkennis wat fokus op luistervaardighede;*
- *grondige vakkennis wat fokus op praatvaardighede;*
- *vermoë om aktiwiteite saam te stel om luister en praatvaardighede te bevorder; en*
- *grondige kennis en begrip rakende woordeskatonderrig.*

Method of delivery: Contact
Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUIP311**	Semester 1	NQF-level / *NKR-vlak*: 6

Title: IsiZulu Additional Language: Language, Culture and Traditional Folk Stories and Historical Fiction in the Intermediate Phase
Titel: IsiZulu Addisionele Taal: Taal, Kultuur en Tradisionele Volksverhale en Historiese Fiksie in die Intermediêrefase

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

- ability to identify and explain individual problems that arise during discussions of illustrations in books with regard to cultural identity;
- knowledge of the theoretical basis for the choice of different types of traditional stories and poems and the ability to select, evaluate and implement them in teaching activities;
- demonstrate ability to use a wide variety of sources, including the Internet, to learn about different cultures around the world and specific cultures of the diverse learners in South Africa; and
- integrated knowledge of the reading process and reading comprehension

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om individuele probleme wat kan ontstaan gedurende besprekings van illustrasies in boeke ten opsigte van kultuur identiteit te identifiseer en verduidelik;*
- *kennis oor die teoretiese begronding vir die keuse van verskillende tipes tradisionele verhale en gedigte en die vermoë om dit te selekteer, evalueer en te implementeer in onderrigaktiwiteite;*
- *vermoë illustreer om 'n wye verskeidenheid bronne, insluitend die internet, te gebruik om te leer oor verkillende kulture oor die wêreld en spesifieke kulture van die diverse leerders in Suid-Afrika; en*
- *geïntegreerde kennis van die leesproses en leesbegrip.*

Method of delivery: Contact
Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUIP321**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Additional Language: Language Structures and -Education in the Intermediate Phase
Titel: IsiZulu Addisionele Taal: Taalstrukture en -Onderrig in die Intermediêrefase

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

- ability to understand and explain language as an integrated system;
- knowledge and understanding of the theoretical framework: part-to-whole and whole-to-parts;
- theoretical background to promote learners' writing skills;
- thorough knowledge of the developmental history of the IsiZulu vocabulary;
- knowledge of the basics of the IsiZulu spelling rules and the ability to use the IsiZulu Glossary and spelling rules in the classroom; and
- In-depth knowledge of the domains of language:
  - Semantics,
  - Syntax.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- *vermoë om taal as `n geïntegreerde sisteem te begryp en verduidelik;*
- *kennis en begrip van die teoretiese raamwerk: deel-na-geheel en geheel-na-dele;*
- *teoretiese agtergrond om leerders se skryfvaardighede te bevorder;*
- *grondige kennis van die ontwikkelingsgeskiedenis van die IsiZulu woordeskat;*
- *kennis oor die grondbeginsels van die IsiZulu spelreëls en die vermoë om die IsiZulu Woordelys en spelreëls in die klaskamer te gebruik; en*

- *diepgaande kennis van die domeine van taal:*
  - *Semantiek,*
  - *Sintaksis.*

Method of delivery: Contact
Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUIP411**	Semester 1	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Additional Language: Lesson Planning and Cycle Compositions
Titel: IsiZulu Addisionele Taal: Lesbeplanning en Siklussamestellings

On completion of this module the student should be able to demonstrate:
- ability to demonstrate certain roles of the teacher regarding the teaching of IsiZulu as an additional language in a multicultural education context;
- taking into account critical issues (as in ZUIP311) during the selection of themes for the cycle composition;
- ability to theoretically and critically deal with approaches to text selection for the cycle composition; and
- critical understanding of the process-approach during the teaching of an additional language.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:
- *vermoë om bepaalde rolle van die onderwyser met betrekking tot die onderrig van IsiZulu as addisionele taal in 'n multikulturele onderwyskonteks te demonstreer;*
- *inagneming van kritiese kwessies (soos in ZUIP311) tydens die seleksie van temas vir die siklussamestelling;*
- *vermoë om op teoretiese en kritiese wyse met benaderings ten opsigte van teks seleksie vir die siklussamestelling om te gaan; en*
- *kritiese begrip ten opsigte van die prosesbenadering tydens die onderrig van 'n addisionele taal.*

Method of delivery: Contact
Metode van aflewering: Kontak

Module code / *Modulekode*: **ZUIP421**	Semester 2	NQF-level / *NKR-vlak*: 7

Title: IsiZulu Additional Language: Assessment in the Intermediate Phase
Titel: IsiZulu Addisionele Taal: Assessering in die Intermediêrefase

On completion of this module the student should be able to demonstrate*:*
- in depth knowledge of the difference between Home Language and First Additional Language assessment;
- ability to develop appropriate assessments that can be used to measure whether learners have mastered the following skills:
  - listening and talking,
  - reading and looking,
  - writing and presenting,
  - language structures and conventions;
- ability to interpret and apply the assessment program according to the NCAPS in the IsiZulu additional language class; and
- ability to calculate marks correctly and to report in the Intermediate phase.

By voltooiing van hierdie module behoort die student die volgende te kan demonstreer:
- *in diepte kennis oor die verskil tussen Huistaal en Eerste Addisionele Taal assessering;*
- *vermoë om toepaslike assesserings te ontwikkel waaraan gemeet kan word of leerders die volgende vaardighede bemeester het:*
  - *luister en praat,*
  - *lees en kyk,*
  - *skryf en aanbied,*
  - *taalstrukture en konvensies;*
- *vermoë om die assesseringsprogram volgens die NKABV te interpreteer en aan te wend in die IsiZulu addisionele taal klas; en*
- *vermoë om punte korrek te bereken en te rapporteer in die Intermediêrefase.*

Method of delivery: Contact
Metode van aflewering: Kontak