

Faculty of
Education

**Postgraduate
Certificate in
Education
(PGCE)**

Fakulteit

Opvoedkunde

**Nagraadse
Onderwysertifikaat
(NGOS)**

2025 Yearbook



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

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

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

<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.**

TABLE OF CONTENTS / INHOUDSOPGAWE

FACULTY OF EDUCATION / FAKULTEIT OPVOEDKUNDE VIII

QUALIFICATIONS OFFERED BY THE FACULTY / KWALIFIKASIES

AANGEBIED DEUR DIE FAKULTEIT X

SCHOOLS OF THE FACULTY / SKOLE IN DIE FAKULTEIT XI

PGCE QUALIFICATION, PROGRAMME AND CURRICULUM / NGOS

KWALIFIKASIE, PROGRAM EN KURRIKULUM XII

EDU.1 FACULTY RULES / FAKULTEITSREËLS 1

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

EDU.1.2 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS . 1

EDU.1.2.1 Admission Requirements / Toelatingsvereistes2

EDU.1.2.2 Method of Delivery / Metode van Aflewering2

EDU.1.2.3 Annual Registration/ Jaarlikse Registrasie3

EDU.1.2.4 Amendment, Cancellation or Discontinuation Regarding
Registration of Studies / Wysiging, Kansellasië of Staking
ten opsigte van Registrasie van Studies3

EDU.1.2.5 Exemption from practical work or class attendance in a
module / Vrystelling van praktiese werk of klasbywoning
in 'n module4

EDU.1.2.6 Modules and Credits / Modules en Krediete.....4

EDU.1.2.7 Additional Modules / Addisionele Modules5

EDU.1.2.8 Admission to Examinations / Toelating tot Eksamens5

EDU.1.2.9 Subminimum for Examination / Subminimum vir Eksamen
.....6

EDU.1.2.10	Traditional Examination- and Continuous Assessment Opportunities / <i>Tradisionele Eksamen- en Deurlopende Assesseringsgeleenthede</i>	6
EDU.1.2.11	Pass Requirements / <i>Slaagvereistes</i>	10
EDU.1.2.12	Progression Requirements / <i>Vorderingsvereistes</i>	12
EDU.1.2.13	Repetition of Modules / <i>Herhaling van Modules</i>	13
EDU.1.2.14	Access to Marked Examination Work / <i>Toegang tot Gemerkte Eksamenwerk</i>	13
EDU.1.2.15	Monitoring of Academic Performance / <i>Kontrolering van Akademiese Prestasie</i>	13
EDU.1.2.16	Extension of Period of Study / <i>Verlenging van Studietydperk</i>	13
EDU.1.2.17	Termination of Studies / <i>Terminering van Studies</i>	13
EDU.1.3	WARNING AGAINST ACADEMIC MISCONDUCT AND PLAGIARISM / WAARSKUWING TEEN AKADEMIESE WANGEDRAG EN PLAGIAAT	13
EDU.1.4	CAPACITY STIPULATION / KAPASITEITSBEPALINGS	16
EDU.1.5	RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER / ERKENNING VAN VORIGE LEER EN KREDIETAKKUMULASIE EN -OORDRAG	16
EDU.2	WHAT IS DISTANCE LEARNING (DL)? / WAT IS AFSTANDSLEER (AL)?	18
EDU.2.1	UNIT FOR DISTANCE LEARNING (UDL) / EENHEID VIR AFSTANDSLEER (EAL)	18
EDU.2.2	CONTACT DETAILS / KONTAKBESONDERHEDE	18

EDU.2.3	MATTERS TO TAKE NOTE OF REGARDING DL STUDIES / SAKE RAKENDE AL-STUDIES WAARVAN KENNIS GENEEM MOET WORD	19
EDU.3	RULES FOR THE QUALIFICATION POSTGRADUATE CERTIFICATE IN EDUCATION / REËLS VIR DIE KWALIFIKASIE NAGRAADSE ONDERWYS SERTIFIKAAT .	21
EDU.3.1	PURPOSE AND RATIONALE OF THE QUALIFICATION / DOEL EN RASIONAAL VAN DIE KWALIFIKASIE	21
EDU.3.1.1	Duration (Minimum and Maximum Duration) of Course / <i>Duur van Kursus (Minimum en Maksimum Duur).....</i>	22
EDU.3.1.2	Admission Requirements for the Qualification / <i>Toelatingsvereistes vir die Kwalifikasie</i>	22
EDU.3.1.3	Language Competency / <i>Taalbevoegdheid</i>	23
EDU.3.1.4	Work Integrated Learning (WIL) / <i>Werkgeïntegreerde Leer (WIL).....</i>	24
EDU.3.1.5	Language Policy in the Faculty of Education (Programme Specific) / <i>Taalbeleid in die Fakulteit Opvoedkunde (Programspesifiek)</i>	25
EDU.3.1.6	Articulation Possibilities / <i>Artikulasiemoontlikhede</i>	25
EDU.3.2	LIST OF MODULES / MODULELYS	26
EDU.3.3	COMPILATION OF CURRICULUM / SAMESTELLING VAN KURRIKULUM	42
EDU.3.3.1	Curriculum Outcomes / <i>Kurrikulum Uitkomst.....</i>	42
EDU.3.3.2	Faculty-Specific Rules for the Curriculum / <i>Fakulteitspesifieke Reëls vir die Kurrikulum</i>	45
EDU.3.3.3	Programme 4DC G02 / <i>Program 4DC G02 (Curriculum Structure / Kurrikulumstruktuur: O100M, O100P, O100V)</i>	50

EDU.3.3.4	Programme 4DD G02 / <i>Program 4DD G02</i> (Curriculum Structure / <i>Kurrikulumstruktuur</i> : O100P).....	55
EDU.4	MODULE OUTCOMES / <i>MODULE-UITKOMSTE</i>	64

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

SMS:

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 (Dip 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 Opvoedingswetenskappe 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 (Dip Gr R)*
- *Gevorderde Diploma in Opvoedkunde (Op Engels: ADE)*
- *Gevorderde Sertifikaat in Onderrig (Op Engels: ACT)*

SCHOOLS OF THE FACULTY / SKOLE IN DIE FAKULTEIT

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

PGCE QUALIFICATION, PROGRAMME AND CURRICULUM / NGOS KWALIFIKASIE, PROGRAM EN KURRIKULUM

POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING PHASE TEACHING (PGCE (SR- & FET Phase Teaching)) /

NAGRAADSE ONDERWYSSERTIFIKAAT IN SENIORFASE EN VERDERE ONDERWYS- EN OPLEIDINGFASE-ONDERWYS (NGOS (SR- & VOO-Fase Onderwys))

QUALIFICATION / KWALIFIKASIE	PROGRAMME CODE / PROGRAMKODE	CURRICULUM CODE / KURIKULUMKODE	MODE OF DELIVERY / METODE VAN AFLEWERING	NQF – LEVEL / NKR - VLAK
Postgraduate Certificate in Education in Senior Phase and Further Education and Training Phase Teaching (Grade 7-12) / <i>Nagraadse Onderwys-sertifikaat in Seniorfase en Verder Onderwys en Opleidingsfase (Graad 7-12)</i>	Distance / <i>Afstand</i> : 4DD G02	O100P (DL/AL)	DISTANCE / <i>AFSTAND</i>	7
	Contact / <i>Kontak</i> : 4DC G02	O100M (Mahikeng) O100P (Potchefstroom) O100V (Vanderbijlpark)	CONTACT / <i>KONTAK</i>	7

EDU.1 FACULTY RULES / FAKULTEITSREËLS

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

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

The A-Rules are available on the webpage at: 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 (DHET) and the South African Qualifications Authority (SAQA).

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

Die Algemene Akademiese Reëls is op die web beskikbaar by: 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 Senaat Komitee 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 / FAKULTEITSPESESIEKE 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 the web 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, Leer en Assesseringsbeleid) 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 (https://www.nwu.ac.za/af/gov_man/policy/index.html). The NWU Admission Policy provides boundary admission conditions and rules in regard of the types of qualifications offered that are part of the officially approved PQM of the NWU and to which prospective students might seek admission.

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. <i>Die aanbieding van die saamgestelde modules van 'n kwalifikasie of program by 'n NWU-leweringpunt. 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.</i>
Distance mode of delivery / Afstandaflewering-modus	The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (see also Distance education) Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus. <i>Die afstandsloweringsmodus 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-leweringpunte 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</i>

	om fasiliteringsgeleenthede by NWU-leerondersteuningsentrums by te woon. (Sien ook Afstandsonderrig.) Eksplisiete DHOO en HOKK-goedkeuring van die afstandsloweringsmodus is nodig om 'n program so aan te bied.
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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.

Faculty rule 1.9.1.4: 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.

Two curriculum structures indicated in the relevant yearbooks are offered as options to distance students in the PGCE to assist them in the completion of their studies.

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

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

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.

Fakulteitsreël 1.9.1.4: '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.

Twee kurrikulumstrukture wat in die betrokke jaarboeke aangedui word, word as opsies aangebied aan afstandstudente in die NGOS om hulle te help met die voltooiing van hul studies.

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

NGOS (afstand): van toepassing, en by die jaarboek ingesluit.

EDU.1.2.4 Amendment, Cancellation or Discontinuation Regarding Registration of Studies / Wysiging, Kansellasië 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 1.9.4.1:**

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 1.9.4.1:

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 onderwyspraktiek gedurende hierdie tydperk en die stelsel moet vir ten minste een addisionele week na die onderwyspraktiekperiode 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 1.11.2: 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 1.11.2: 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 programmeur in oorleg met die akademiese direkteur waar die module ressorteer. Studente moet aan modulevereistes van minstens 80% betrokkenheid voldoen 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. ACCD 512 – Accounting Methodology.

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

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

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

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

EDU.1.2.7 Additional Modules / Addisionele Modules

A-Rule 2.3.2:

A student who registers for the second, third or fourth year level of an undergraduate qualification or programme, and who has already passed all the required preceding modules of the qualification or programme concerned, 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 from the same qualification or programme or from another qualification or programme provided that –

2.3.2.1. no class or examination timetable clashes are brought about thereby, and

2.3.2.2. the maximum number of credits for which a student may register in a given academic year in terms of Rule 1.8 is not exceeded

A-reël 2.3.2:

'n Student wat vir die tweede, derde of vierde jaarvlak van 'n voorgraadse kwalifikasie of program registreer, en wat reeds al die vereiste voorafgaande modules van die betrokke kwalifikasie of program geslaag het, kan via die studenteportaal aansoek doen om toegelaat te word om vir 'n maksimum van twee addisionele modules per semester of twee addisionele jaarmodules, of een semester- en een jaarmodule uit dieselfde kwalifikasie of program of uit 'n ander kwalifikasie of program met dien verstande dat –

2.3.2.1. geen klas- of eksamenroosterbotsings word daardeur teweeggebring nie, en

2.3.2.2. die maksimum aantal krediete waarvoor 'n student in 'n gegewe akademiese jaar mag registreer ingevolge Reël 1.8 word nie oorskry 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

Faculty Rule 1.12.3.1.1: The subminimum for examinations in all modules (traditional assessment practice) is 40%

Fakulteitsreël 1.12.3.1.1: Die subminimum vir eksamens in alle modules (tradisionele assesseringspraktyk) is 40%

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

For modules taken in the traditional assessment practice:

A-Rule 1.12.7.1.1: A student who, having used one or both examination opportunities provided for in the rules relating to the various qualification types and levels, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may qualify for a final additional assessment opportunity in the outstanding module, provided that –

A-Rule 1.12.7.1.1.1: 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 1.12.7.1.1.2: the student has achieved a forty percent (40%) participation mark in the module for admission to the examination; and

A-Rule 1.12.7.1.1.3: the student sits for the final assessment for the applicable module in the following examination or assessment period scheduled in the university calendar.

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

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

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

For modules taken in the continuous-assessment practice–

A-Rule 1.12.7.2.1: a student who, having completed all assessment tasks required for the completion of a qualification or programme provided for in the rules relating to the various qualification types and levels but one, and who has obtained at least 40% average for the tasks, may qualify for a final additional

assessment opportunity, provided that the student completes the final additional assessment for the applicable module in time before the scheduled assessment opportunity referred to in 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.

Specification for WIL modules:

On a yearly basis, students who has merit as to why they did not successfully complete a WIL practicum component will be allowed to apply for another practicum opportunity/extension to be completed prior to the end of February of the following year when graduation lists are finalised.

- Students will be required to apply in writing for such an extension/opportunity.
- Applications will be considered by the WIL & Mentorship Committee during the last meeting of each year and the outcome communicated to the students within two weeks after the meeting.
- The lists of valid and non-valid reasons considered by the WIL & Mentorship Committee, are not all inclusive and each application will be evaluated on merit.
- This application will only be considered once per period of completion of degree/diploma.
- The primary focus is to support final year students who might require a single module, and in the case where this module is a WIL module, to successfully complete their degree/diploma. This option will not be available for students who failed WIL module(s).
- Should the student's application be successful; he/she will be required to complete the set required days of school-based practicums. This could be done from the date of schools opening until the yearly set date in February, prior to the finalisation of graduation lists. If not possible, students need to create opportunities to catch up on outstanding days. It will be the student's responsibility to negotiate placement at a school and complete the necessary practicum days. In addition, the student will also be required to complete the additional practicum portfolio of the registered module encapsulating WIL.
- Should the student fail to complete the school-based practicum successfully according to these guidelines or be unable to complete it during that period at all, then the module needs to be repeated..

Aantal eksamenleentehede in die tradisionele assesseringspraktyk

A-Reël 2.6.3.1: 'n Student wat vir 'n voorgraadse module geregistreer is, is geregtig om twee opeenvolgende geleentehede 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 eksamenleentheid uitsluit.

Fakulteitsreël: Geen modules uitgesluit van tweede-eksamenleentheid 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 druipt, 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

Vir modules geneem in die tradisionele assesseringspraktyk:

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

A-Reël 1.12.7.1.1.3: 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.

Vir modules geneem in die deurlopende assesseringspraktyk–

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.

Spesifikasie vir WIL-modules:

Studente wat 'n goeie rede het waarom hulle nie 'n WIL-praktikumkomponent suksesvol voltooi het nie, sal jaarliks toegelaat word om aansoek te doen vir nog 'n praktiese geleentheid wat voor die einde van Februarie die volgende jaar voltooi moet word, wanneer graduandilyste gefinaliseer word.

- Daar sal van studente verwag word om skriftelike aansoek in te dien vir so 'n geleentheid.*
- Aansoeke sal tydens die laaste vergadering van elke jaar deur die WIL & Mentorskomitee oorweeg word en die uitslag binne twee weke na die vergadering aan die studente meegedeel word.*
- Die lysie met geldige en nie-geldige redes wat deur die WIL & Mentorskomitee oorweeg word, is nie alles ingesluit nie en elke aansoek sal op meriete beoordeel word.*
- Hierdie aansoek sal slegs een keer per periode van voltooiing van die graad / diploma oorweeg word.*
- Die primêre fokus is op die ondersteuning van finalejaarstudente wat 'n enkele module benodig, en in die geval dat hierdie module 'n WIL-module is, om hul graad / diploma suksesvol te voltooi. Hierdie opsie is nie beskikbaar vir studente wat nie die WIL-module (s) gedruip het nie.*
- As die student se aansoek suksesvol is, moet hy / sy die vasgestelde vereiste dae van skoolgebaseerde praktikum voltooi. Dit kan gedoen word vanaf die datum van die opening van skole tot die jaarlikse datum in Februarie voordat die graduandilyste voltooi is. Indien nie, moet studente geleenthede skep om uitstaande dae in te haal. Dit is die student se verantwoordelikheid om oor 'n skoolplasing te onderhandel en die nodige praktykdae te voltooi. Daarbenewens sal daar van die student verwag word om die addisionele praktikum portefeulje van die geregistreerde module wat WIL insluit, te voltooi.*
- As die student nie die skoolpraktyk volgens hierdie riglyne suksesvol voltooi nie, of as hy dit glad nie kan voltooi nie, moet die module herhaal 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.

Faculty complies with A-rule 1.12.3.1.1 and no higher sub-minimum is set.

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

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

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

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

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

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

A-Rule 1.12.3.2.4. A student must obtain a weighted average of at least fifty percent (50%) and the requisite applicable statutory-body requirements to pass the module. Faculty Rule 2.7.2: In order to be awarded a qualification with distinction a student must achieve a weighted average of at least 75% for all the core modules identified as such in the relevant curriculum maps concerned, not taking additional modules taken by the student into account.

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

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

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 VOORAFBEPAALE 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.

Fakulteit voldoen aan A-reël 1.12.3.1.1 en geen hoër subminimum word gestel nie.

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 moduledeelnome 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 assesseringstake 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 assesseringstake 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. Fakulteitsreël 2.7.2: Om 'n kwalifikasie met lof te verwerf, moet 'n student 'n geweegde gemiddelde van minstens 75% behaal vir al die kernmodules wat as sodanig in die betrokke kurrikulums geïdentifiseer word, sonder om addisionele modules wat deur die student geneem word, in ag te neem.

Fakulteitsreël 1.12.4.1: Enige student wat 'n module druipt, moet die module herhaal om 'n nuwe deelnamepunt te verwerf. Klasse moet bygewoon word en geen vrystelling van klasbywoning sal toegestaan word nie.

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

EDU.1.2.12 Progression Requirements / Vorderingsvereistes

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

Faculty Rule 1.7.1: 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.

Die bepalings in A-Reëls 1.15 en al die subparagrafe is van toepassing.

Fakulteitsreël 1.7.1: 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 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 bepalinge in A-Reëls 1.12.8 en al die subparagrafe is van toepassing.

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

Faculty 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.

Fakulteitsreëls 1.14.1 – 1.14.3: 'n Student word 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 deelyds) 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

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: 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 studenteportale 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-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.

A-Reël 1.17.8: '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 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: <https://www.nwu.ac.za/governance-and-management/academic-policies>.

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

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

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

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

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

Policy on NWU Student Discipline

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

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

Withdrawal of a qualification

The NWU Council may, in accordance with the NWU Academic Rules (Section 1.21), withdraw a qualification if the recipient of the qualification is found guilty on a charge of serious academic misconduct.

*Opdragte is individuele take en nie groepsaktiwiteite nie (tensy uitdruklik aangedui as groepsaktiwiteite). Raadpleeg die **NWU-beleid** rakende **Akademiese Integriteit** deur middel van die aangeduide skakel: <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	
<i>Dit verteenwoordig gedrag wat bestaan uit 'n daad van bedrog – insluitend die volgende gevalle van misleiding deur 'n student:</i>	
1.1	<i>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.</i>
1.2	<i>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.</i>
1.3	<i>Die skryf van enige assessering namens 'n ander student of 'n versoek aan 'n medestudent om 'n assessering namens jouself af te lê.</i>
1.4	<i>Die inbring van ongemagtigde materiaal in 'n assesseringslokaal.</i>
1.5	<i>Die wederregtelike neem van assesseringsmateriaal of ontwrigtende gedrag tydens 'n assesseringssessie.</i>
1.6	<i>Die ongemagtige indiening van dieselfde akademiese inhoud vir verskillende modules of akademiese programme.</i>
1.7	<i>Die publikasie, oplaai of beskikbaarstelling van materiaal waarvan die NWU outeursreg het, sonder die vereiste magtiging.</i>
1.8	<i>Die fabrisering van fiktiewe navorsingsdata en/of resultate.</i>
1.9	<i>Die daarstel van vals navorsingsdata en/of -resultate deur middel van wysigings, weglatings of manipulasie.</i>

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

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

NB: Plagiat word beskou as 'n 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 'n 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 'n klag van ernstige akademiese wangedrag.

EDU.1.4 CAPACITY STIPULATION / KAPASITEITSBEPALINGS

A-Rule 1.5.2: 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-Reëls 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.

EDU.1.5 RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER / ERKENNING VAN VORIGE LEER EN KREDIETAKKUMULASIE EN -OORDRAG

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.

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.

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 hoërondewysinstellings 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.*

Kredietakkumulاسie 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 kredietakkumulاسie en -oordrag (KAO). Die voltooide uitkomste moet ook voldoen aan die toepaslike SAQA-vlakbeskrywers en kredietwaarde.*

'N SALA-administratiewe beampte word aangestel in die kantoor van elk van die skooldirekteure op die drie afleweringsstereine, 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 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 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 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: +27 18 285 5900

Fax/Faks: +27 87 234 4957

Website/Webwerf: <https://distance.nwu.ac.za/>

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

SMS:

Address all written correspondence to: / Rig alle skriftelike korrespondensie aan:

Academic matters / Akademiese aangeleenthede:

The Academic Manager: UDL / Die Akademiese Bestuurder: EAL

North-West University / Noordwes-Universiteit

Potchefstroom

Private Bag X6001 / Privaatsak X6001

Potchefstroom

2520

South Africa / *Suid-Afrika*

Administrative matters / Administratiewe aangeleenthede:

The Unit for Distance Learning (UDL) / *Die Eenheid vir Oop-afstandslere (EAL)*

Building B11A / *Gebou B11A*

North-West University / *Noordwes-Universiteit*

Private Bag X6001 / *Privaatsak X6001*

Internal Box 539 / *Interne Bussie 539*

Potchefstroom

2520

EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING DL STUDIES / SAKE RAKENDE AL-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: UDL and the Executive Dean of the Faculty of Education, consider a request for continuation of studies from a student whose studies have been terminated. Should such an application be successful, the student will be afforded only one examination opportunity to complete all outstanding modules.

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 Afstandslere 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 subparagrafe 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 QUALIFICATION POSTGRADUATE CERTIFICATE IN EDUCATION / REËLS VIR DIE KWALIFIKASIE NAGRAADSE ONDERWYS SERTIFIKAAT

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

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

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

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

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

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

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

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

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

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

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

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

EDU.3.1.1 Duration (Minimum and Maximum Duration) of Course / Duur van Kursus (Minimum en Maksimum Duur)

Contact studies: The minimum duration of study is one year and the maximum duration is two years.

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

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

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

EDU.3.1.2 Admission Requirements for the Qualification / Toelatingsvereistes vir die Kwalifikasie

General admission requirements / Algemene toelatingsvereistes

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

'n Eerste universiteitsgraad met twee erkende skoolvakke² of 'n erkende kwalifikasie wat in totaal uit 360 krediete bestaan, en wat eindig op NKR-vlak 6 en minstens twee skoolvakke insluit.

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

Studente moet ook twee metodologie vakke kan neem om die kwalifikasie te verwerf. Die kurrikulum vir die kwalifikasie is soos volg gestruktureer:

- *'n erkende skoolvak op vlak 3 +*
- *'n erkende skoolvak op vlak 2*

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

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

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

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

Specific requirements / Spesifieke vereistes

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

- **Two FET subjects and two SP subjects**

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

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

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

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

- **Twee VOO vakke en twee SP vakke**

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

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

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

- b) Basic computer literacy.

Basiese rekenaargeletterdheid.

- c) Access to Internet.

Toegang tot die internet.

- d) It is compulsory for all contact students to attend all contact sessions.

Dit is verpligtend vir alle kontak studente om alle kontaksessies by te woon.

EDU.3.1.3 Language Competency / Taalbevoegdheid

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

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

EDU.3.1.3.1 Language of Learning and Teaching – Compulsory / Taal van Onderrig en Leer – Verpligtend

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

Aangesien die taal van onderrig en leer (TvOL) in Suid Afrikaanse Hoërskole tans Afrikaans of Engels is, moet die student Afrikaans en/of Engels as TvOL verwerf.

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

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

EDU.3.1.3.2 Language of Conversational Competence - Compulsory / Taal van Gespreksvaardigheid – Verpligtend

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

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

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

Faculty of Education students need to meet the MRTEQ (Minimum 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 (teaching practice) is, therefore, a key feature of all education qualifications and a prerequisite in order to be awarded a qualification.

The stipulated programme requirement, as registered with the HEQC, for the PGCE qualification is a total of 40 school-based teaching practice days. All students must do 40 days of school-based teaching practice in their period of study at a Faculty of Education approved school.

Non-negotiable dates for WIL are set for each semester – 20 days in semester 1 and 20 days in semester 2. This will require of the student to avail themselves for 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 the Senior and FET Phase cannot count towards teaching practice days.

If the PGCE is completed over two years, it is required that didactic modules are completed in the first year of study and WIL completed in the second year of study.

It is compulsory for PGCE students to do their WIL in both the Senior (Gr. 7-9) and the FET (Gr. 10-12) phase during their period of study, preferably FET phase in the first semester and Senior phase in the second semester.

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 (Minimum Vereistes vir Onderwysersopleidings-kwalifikasies) om 'n onderwyskwalifikasie te verwerf. Die MRTEQ vereis dat 'n reeks opeenvolgende praktykdae voltooi moet word by 'n skool, goedgekeur deur die Fakulteit Opvoedkunde, as deel van die onderwysersopleidingsprogram. WIL (onderwyspraktyk) is dus 'n belangrike kenmerk van alle opleidingskwalifikasies en 'n voorvereiste om 'n kwalifikasie te verwerf.

Die voorgeskrewe programvereiste vir die NGOS-kwalifikasie, soos geregistreer by die HEQC, is altesaam 40 skoolgebaseerde onderrigpraktykdae.

Alle studente moet 40 dae skoolgebaseerde onderrigpraktyk doen in hul studietydperk by 'n skool wat deur die Fakulteit Opvoedkunde goedgekeur is.

Ononderhandelbare datums vir WIL word vir elke semester vasgestel – 20 dae in semester 1 en 20 dae in semester 2. Dit sal van die student vereis om 40 dae WIL in 'n studiejaar te gebruik.

Opmerking: posisies vir onderwys hulp, werksgeleenthede buite die skoolgebaseerde onderwyssektor of onderrig/hulp buite die Senior- en VOO-fase kan nie by die praktykdae tel nie.

As die NGOS oor twee jaar voltooi word, word vereis dat didaktiese modules in die eerste studiejaar en WIL in die tweede studiejaar voltooi word.

Dit is verpligtend vir NGOS-studente om hul WIL in die Senior (Gr. 7-9) en die VOO (Gr. 10-12) tydens hul studietydperk te doen, verkieslik VOO-fase in die eerste semester en Senior fase in tweede semester.

WIL hou ekstra finansiële koste in, wat studente moet dra. Hierdie koste is nie by die klasgeld ingesluit nie.

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

The Language Policy of the NWU is available at the following web address:

https://www.nwu.ac.za/Governance_Management_Policies.

Die Taalbeleid van die NWU is by die volgende webadres beskikbaar:

https://www.nwu.ac.za/Governance_Management_Policies.

EDU.3.1.6 Articulation Possibilities / Artikulasiemoontlikhede

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

Studente in hierdie program kan horisontaal artikuleer na die Gevorderde Diploma in Opvoedkunde kwalifikasie, vir studente wat in ander dissiplines wil spesialiseer. 'n Vertikale artikulاسie is ook moontlik na BEd Honneurs-graad.

EDU.3.2 LIST OF MODULES / MODULELYS

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

Distance = D / *Afstand = A*

Mahikeng = M

Potchefstroom = P

Vanderbijlpark = V

Module code / Modulekode	Descriptive name / <i>Beskrywende naam</i>		Prerequisites / <i>Voorvereistes</i>	Credits / <i>Krediete</i>
ACCD 512	Accounting Methodology (D, M, P, V)	<i>Rekeningkunde-metodiek (A, M, P, V)</i>	Accounting level 2 / <i>Rekeningkunde vlak 2</i>	12
AFCL 121	Language of Conversational Competence: Afrikaans (D, M, P, V)	<i>Afrikaans: Basiese Gespreksgesprek (A, M, P, V)</i>	Compulsory for African language speaking students / <i>Verpligtend vir Afrika taal sprekende studente.</i>	8
AFRD 512	Afrikaans Methodology (D, P, V)	<i>Afrikaans Metodiek (A, P, V)</i>	Afrikaans level 3 / <i>Afrikaans vlak 3</i>	12

AFRD 522	Afrikaans Methodology (D, P, V)	<i>Afrikaans Metodiek (A, P, V)</i>		12
AFTB 521 ³	Afrikaans Language Proficiency	<i>Afrikaans Taalbevoegdheid</i>		1
ARTD 512	Visual Art Methodology (D, P)	<i>Visuele Kuns Metodiek (A, P)</i>	History of Art and Fine- or Graphical Art level 2. If a student only has History of Art, proof of practical skills by means of a portfolio must be submitted. If a student does not possess the necessary practical skills, two of the following additional modules need to be passed; ARTE 222, ARTE 312, ARTE 322. / <i>Kunsgeskiedenis en Beeldende of Grafiese kuns vlak 2 Indien 'n student slegs Kunsgeskiedenis gehad het, kan bewys van praktiese vaardighede d.m.v. die inhandiging van 'n portefeulje geskied. Indien bevind word dat student nie oor die nodige</i>	12

³ Only for Afrikaans Home language speaking students / *Slegs vir Afrikaans Huistaal sprekende student.*

			<i>praktiese vaardighede beskik nie, moet die volgende modules addisioneel geslaag word: ARTE 222, ARTE 312, ARTE 322.</i>	
ARTS 511 ⁴	Creative Arts in the senior phase (D, P)	<i>Kreatiewe Kuns in die seniorfase (A, P)</i>	Compulsory for students that qualify for Music methodology (MSVD 512) that does not have knowledge of art / <i>Verpligtend vir studente wat kwalifiseer vir musiekmetodiek (MSVD 512) en nie kuns agtergrond het nie.</i>	8
ARTS 521 ⁵	Creative Arts in the senior phase (D, P)	<i>Kreatiewe Kuns in die seniorfase (A, P)</i>	Compulsory for students that qualify for Music methodology (MSVD 512) that does not have knowledge of art /	8

⁴ This module is not credit bearing to the programme. / *Die module is nie kredietdraend tot die program nie.*

⁵ This module is not credit bearing to the programme. / *Die module is nie kredietdraend tot die program nie.*

			<i>Verpligtend vir studente wat kwalifiseer vir musiekmetodiek (MSVD 512) en nie kuns agtergrond het nie.</i>	
BSTD 512	Business Studies Methodology (D, M, P, V)	<i>Besigheidstudiesmetodiek (A, M, P, V)</i>	Business Management level 2 / <i>Ondernemingsbestuur vlak 2</i>	12
CASD 521	Creative Arts in the senior phase (D, P)	<i>Kreatiewe Kuns in die seniorfase (A, P)</i>	Competence in aspects of music and art / <i>Bekwaamheid in aspekte van musiek en kuns</i>	12
CATD 513 ⁶	Computer Applications Technology Methodology (D, M, P, V)	<i>Rekenaartoepassingstechnologie Metodiek (A, M, P, V)</i>	In order to take CATD 513, students should have a relevant second year computer qualification (See EDU 3.3.2)/ <i>Om CATD 513 te neem, moet studente oor 'n toepaslike tweedejaar rekenaar-</i>	12

⁶ Prospective students in CATD 513 can be requested to submit a portfolio of competence / *Voornemende studente in CATD 513 kan versoek word om 'n portefeulje van vaardighede in te dien.*

			<i>kwalifikasie beskik (Sien EDU 3.3.2)</i>	
CBAD 521	Curriculum-based Assessment Adaptations (D, M, P, V)	<i>Kurrikulumgebaseerde Assesseringsaanpassings (A, M, P, V)</i>		12
CMPF 512 ⁷	Information and Communication Technology Competency for Teaching Students	<i>Informasie en Kommunikasie Tegnologie Bevoegdheid vir Onderwysstudente</i>		1

⁷ **CMPF 512 NOTE / CMPF 512 NOTA:**

- The purpose of the module is to enhance a student's computer literacy for effective use in an educational environment. This module is not credit bearing to the programme. / *Die doel van die modules is om 'n student se rekenaarvaardigheid te verbeter vir effektiewe gebruik in 'n opvoedkundige omgewing. Die module is nie kredietdraend tot die program nie.*
- All PGCE students are registered for CMPF 512. If a student has already successfully passed a computer literacy module, the student will receive full exemption for the module. / *Alle NGOS-studente word vir CMPF 512 geregistreer. Indien 'n student reeds 'n rekenaargeletterdheidsmodule suksesvol geslaag het, sal die student volle vrystelling vir die module ontvang.*
- If a student has not passed a computer literacy module, but feel that he/she is computer literate, the student can do an online competency test. The student needs to send an email requesting to do the test. Full details are available in the tutorial letter / *Indien 'n student nie 'n rekenaargeletterdheidsmodule geslaag het nie, maar voel dat hy / sy rekenaargeletterd is, kan die student 'n aanlynvaardigheidstoets doen. Die student moet 'n e-pos stuur om die toets te doen. Volledige besonderhede is beskikbaar in die studiebrief.*
- No examination will be written in this module. Students need to submit a portfolio via e-mail. Full details are available in the tutorial letter. / *Geen eksamen sal in hierdie module geskryf word nie. Studente moet per e-pos 'n portefeulje indien. Volledige besonderhede is beskikbaar in die studiebrief.*

CTED 522	Civil Technology Methodology (D, P, V)	<i>Siviele Tegnologie Metodiek (A, P, V)</i>	TTED 512	12
DIGD 521	Digital Technology Methodology (D, M, P, V)	<i>Digitale Tegnologie Metodiek (A, M, P, V)</i>	Successful completion of INTD 513 or CATD 513 / <i>Suksesvolle voltooiing van INTD 513 of CATD 513</i>	12
ECOD 512	Economics Methodology (D, M, P, V)	<i>Ekonomie Metodiek (A, M, P, V)</i>	Economics level 2 / <i>Ekonomie vlak 2</i>	12
EDCC 514	Education Theory & -law	<i>Opvoedkundeteorie & onderwysreg</i>		8
EDCC 515 ⁸	Assessment in Educational contexts	<i>Assessering in Opvoedkundige kontekste</i>		8
EDCC 518	Curriculum Studies & Assessment	<i>Kurrikulum Studies & Assessering</i>		16
EDCC 524	Educational Psychology	<i>Opvoedkundige Sielkunde</i>		8

⁸ This module is phasing out in 2023-2024 / *Die module faseer uit in 2023-2024.*

EDCC 525	Education Systems and Administration	<i>Onderwys Stelsels en - Administrasie</i>		8
ENGD 512	English Methodology (D, M, P, V)	<i>Engelse Metodiek (A, M, P, V)</i>	English level 3 / <i>Engels vlak 3</i>	12
ENGD 522	English Methodology (D, M, P, V)	<i>Engelse Metodiek (A, M, P, V)</i>	English level 3 / <i>Engels vlak 3</i>	12
ENTB 521 ⁹	English Language Proficiency	<i>Engels Taalbevoegdheid</i>		1
ENTL 511	English as medium of instruction	<i>Engels as onderrig medium</i>		8
ETED 522	Electrical Technology Methodology (D, M, P, V)	<i>Elektriese Tegnologiemetodiek (A, M, P, V)</i>	TTED 512	12

⁹ Compulsory requirement for all students / *Verpligte vereiste vir alle studente*

GEOD 512	Geography Methodology (D, M, P, V)	<i>Geografie Metodiek (A, M, P, V)</i>	Geography level 2 / <i>Geografie vlak 2</i>	12
HISD 512	History Methodology (D, M, P, V)	<i>Geskiedenis Metodiek (A, M, P, V)</i>	History level 2 / <i>Geskiedenis vlak 2</i>	12
INTD 513 ¹⁰	Information Technology Methodology (D, M, P, V)	<i>Inligtingstechnologie Metodiek (A, M, P, V)</i>	Information Technology/ Computer Science level 3 (See EDU 3.3.2) / <i>Inligtingstechnologie / Rekenaarwetenskap vlak 3 (Sien EDU 3.3.2)</i>	12

¹⁰ Prospective students in INTD 513 can be requested to submit a portfolio of competence. The student is required to study all aspects of the Delphi programming language on his own (e.g. matrices, arrays, objects and classes, procedures and functions), if he does not have knowledge about Delphi, since Delphi is implemented in all provinces in South-African schools from Grade 10 (Java is phased out in schools). / *Voornemende studente in INTD 513 kan versoek word om 'n portefeulje van vaardighede in te dien. Daar word van die student verwag om alle aspekte van die Delphi-programmeertaal alleen te bestudeer (bv. Matrikse, skikkings, voorwerpe en klasse, prosedures en funksies), indien hy nie kennis van Delphi het nie, aangesien Delphi in alle provinsies in Suid-Afrika geïmplementeer word. Afrikaanse skole vanaf graad 10 (Java word in skole uitgefaseer).*

LABD 522	Learning Area Economic and Management Sciences Methodology (D, M, P, V)	<i>Leerarea Ekonomiese en Bestuurswetenskappe Metodiek (A, M, P, V)</i>	Competence in aspects of Business management, Economics and Accounting / <i>Bevoegdheid in aspekte van Ondernemingsbestuur, Ekonomie en Rekeningkunde</i>	12
LAND 522	Learning Area Natural Sciences Methodology (D, M, P, V)	<i>Leerarea Natuurwetenskappe Metodiek (A, M, P, V)</i>	Competence in aspects of Physical sciences, Life sciences and physical geography. A combination of at least 2 of these is sufficient / <i>Bevoegdheid in aspekte van Fisiese wetenskappe, Lewenswetenskappe en fisiese geografie. 'n Kombinasie van ten minste twee hiervan is voldoende</i>	12
LASD 522	Learning Area Social Sciences Methodology (D, M, P, V)	<i>Leerarea Sosiale Wetenskappe Metodiek (A, M, P, V)</i>	Competence in aspects of History and Geography / <i>Bevoegdheid in areas van Geskiedenis en Geografie</i>	12

LIFD 512	Life Sciences Methodology (D, M, P, V)	<i>Lewenswetenskappe Metodiek (A, M, P, V)</i>	One of Botany, Zoology or Physiology on level 3 and the other 2 on level 1. Students who only have Physiology or Botany or Zoology as main subject are provisionally admitted to the PGCE until they passed maximally three (3) additional modules, namely LIFE 411, LIFE 212 and/or LIFE222¹¹. / <i>Een van Plantkunde, Dierkunde of Fisiologie op vlak 3 en die ander 2 op vlak 1. Studente met slegs Fisiologie of Plantkunde of Dierkunde as hoofvak word voorwaardelik tot die NGOS toegelaat totdat die studente maksimum drie (3) addisionele modules, naamlik LIFE 411, LIFE 212 en/of LIFE 222 geslaag het.¹²</i>	12
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¹¹ This is only applicable to contact students.

¹² *Slegs van toepassing op kontakstudente.*

LIFF 522	Life Skills for the Educator	<i>Lewensvaardighede vir die Opvoeder</i>		8
LLOD 512 ¹³	Learning Area Life Orientation Methodology (D, M, P, V)	<i>Leerarea Lewensoriëntering Metodiek (A, M, P, V)</i>	Psychology + Movement Sciences or Sociology, etc. on level 2 (see further requirements under EDU 3.3.2)/ <i>Sielkunde+Menslike bewegingskunde of Sosiologie, ens op vlak 2 (sien verdere vereistes onder EDU 3.3.2)</i>	12
LLOD 522	Learning Area Life Orientation Methodology (D, M, P, V)	<i>Leerarea Lewensoriëntering Metodiek (A, M, P, V)</i>		12
MATD 512	Mathematics Methodology (D, M, P, V)	<i>Wiskunde Metodiek (A, M, P, V)</i>	Mathematics level 2 (see EDU3.3.2) / <i>Wiskunde vlak 2 (sien EDU 3.3.2)</i>	12
MATD 522	Mathematics Methodology (D, M, P, V)	<i>Wiskunde Metodiek (A, M, P, V)</i>		12

¹³ Cannot be taken with PESP / Kan nie saam met PESP geneem word nie.

MBLO 521	Managing barriers to learning (D, M, P, V)	<i>Bestuur van hindernisse van leer (A, M, P, V)</i>		12
MSVD 512	Music Methodology (D, P)	<i>Musiek Metodiek (A, P)</i>	B. Mus	12
MTED 522	Mechanical Technology Methodology (D, P, V)	<i>Meganiese Tegnologie Metodiek (A, P, V)</i>	TTED 512	12

MUSI 511 ¹⁴	Introduction to Music in the Senior Phase (D, P)	<i>Inleiding tot Musiek in die Seniorfase (A, P)</i>	Compulsory for students that qualify for Art methodology (ARTD 512) that does not have knowledge of music / <i>Verpligtend vir studente wat kwalifiseer vir Kunsmetodiek (ARTD 512) en nie musiek agtergrond het nie.</i>	8
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¹⁴ This module is not credit bearing to the programme / Die module is nie kredietdraend tot die program nie.

MUSI 521 ¹⁵	Didactics of Music in the Senior Phase (D, P)	<i>Didaktiek van Musiek in die Seniorfase (A, P)</i>	Compulsory for students that qualify for Art methodology (ARTD 512) that does not have knowledge of music / <i>Verpligtend vir studente wat kwalifiseer vir Kunsmetodiek (ARTD 512) en nie musiek agtergrond het nie.</i>	8
PESP 511 ¹⁶	Physical Education (D, M, P)	<i>Fisiese Onderrig (A, M, P)</i>	Human Movement science/ Sport science/ Bio kinetics/ Kinder kinetics level 2 / <i>Menslike bewegingskunde/ Sportwetenskap/ Biokinetika/ Kinderkinetika vlak 2</i>	12
PESP 521	Physical Education (D, M, P)	<i>Fisiese Onderrig (A, M, P)</i>		12

¹⁵ This module is not credit bearing to the programme / *Die module is nie kredietdraend tot die program nie.*

¹⁶ Cannot be taken with LLOD / *Kan nie saam met LLOD geneem word nie.*

PHSD 512	Physical Sciences Methodology (D, M, P, V)	<i>Fisiese Wetenskappe Metodiek (A, M, P, V)</i>	Physics level 2 + Chemistry level 1 <u>OR</u> Physics level 1 + Chemistry level 2 / <i>Fisika 2 + Chemie vlak 1 <u>OF</u> Fisika 1 + Chemie vlak 2</i>	12
SECF 521	Language of Conversational Competence: Setswana (D, M, P)	<i>Setswana: Basiese Gesprekskommunikasie (A, M, P)</i>	Compulsory for Afrikaans and English home language speaking students / <i>Verpligtend vir Afrikaans en Engels huistaal sprekende studente.</i>	8
SEMD 512	Setswana Methodology (Home Language) (D, M, P)	<i>Setswana Metodiek (Huistaal) (A, M, P)</i>	Setswana level 3 / <i>Setswana vlak 3</i>	12
SEMD 522	Setswana Methodology (Home Language) (D, M, P)	<i>Setswana Metodiek (Huistaal) (A, M, P)</i>		12
SEND 512	Setswana Methodology (First Additional Language) (D, P)	<i>Setswana Metodiek (Eerste Addisionele taal) (A, P)</i>	Setswana level 3 / <i>Setswana vlak 3</i>	12
SEND 522	Setswana Methodology (First Additional Language) (D, P)	<i>Setswana Metodiek (Eerste Addisionele taal) (A, P)</i>		12

			<i>Tegniese kwalifikasie met Elektriese, Meganiese of Siviele Ingenieurswese vlak 2</i>	
VWVD 512	Consumer Studies Methodology (D, P)	<i>Verbruikerstudies Metodiek (A, P)</i>	BSc Consumer Sciences / <i>BSc Verbruikerswetenskappe</i>	12
VWVD 521	Consumer Studies Methodology (D, P)	<i>Verbruikerstudies Metodiek (A, P)</i>	BSc Consumer Sciences / <i>BSc Verbruikerswetenskappe</i>	12

EDU.3.3 COMPILATION OF CURRICULUM / SAMESTELLING VAN KURRIKULUM

O100M (Mahikeng), O100P (Distance/*Afstand*,
Potchefstroom), O100V (Vanderbijlpark)

EDU.3.3.1 Curriculum Outcomes / Kurrikulum Uitkomst

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

1. Ability to identify, analyse and critically reflect on as well as address complex problems in education as they manifest in the Senior- & FET phase in different teaching-learning environments in South Africa.
2. Apply detailed knowledge, as well as the ability to evaluate:
 - specialized content – in accordance with a field of specialization (2 subjects on the FET and 1 on the Senior phase level);
 - suitable themes from general and specialized pedagogics, and the ability to integrate these, forming pedagogical content knowledge (PCK), as well as the ability to implement PCK in work integrated learning.
3. Understanding, interpretation and critical evaluation of contemporary education-related theories against the backdrop of the socio-historical development in South Africa, *of curriculum policy and of acceptable school and classroom practices*, pertaining to the Senior- & FET phase, in order to make informed choices when implementing these in schools within different contexts in South Africa.
4. Reflective engagement in practice in the Senior- & FET phase, by observing, demonstrating, and experimenting

with suitable teaching strategies, methods and skills as well as best practices regarding management, maintaining of discipline, etc., while considering the levels of cognitive, affective and moral development of adolescents.

5. Ability to collect and interpret relevant data regarding selected educational issues, accurately and coherently communicate findings, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.
6. Ability to apply and reflect on values, ethical conduct, justifiable decision making and leadership in accordance with the code of conduct of SACE and the Constitution of South Africa.
7. Ability to work effectively as team members of departments or schools, to creatively solve problems regarding education, to provide academic and professional leadership in different teaching environments, and to act as an agent for change, to enhance social justice.

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

Nadat studente die NGOS (Sr- & VOO_fase onderwys) voltooi het behoort hulle in staat te wees om die volgende te demonstreer:

1. *Die vermoë om komplekse probleme in onderwys te identifiseer, te analiseer en krities daaroor te reflekteer*

asook om dit aan te spreek, soos wat dit manifesteer in die Senior- en VOO-fase in verskillende onderwys-geleerdheid omgewings in Suid-Afrika.

2. *Uitgebreide kennis en begrip van, asook die vermoë om die volgende te evalueer:*
 - *Gespesialiseerde inhoud – in ooreenstemming met die veld van spesialisasie (2 vakke op die VOO en 1 op die Senior-fase vlak);*
 - *Geskikte temas uit algemene en gespesialiseerde pedagogie en die vermoë om dit te integreer, pedagogiese inhoudskennis te vorm (PIK) asook die vermoë om PIK te implementeer in werk geïntegreerde geleer (WIL).*
3. *Begrip, interpretasie en kritiese evaluasie van kontemporêre onderwys-verwante teorieë teen die agtergrond van die sosiohistoriese ontwikkeling in Suid-Afrika, van kurrikulum beleid en van aanvaarbare skool- en klaskamer praktyke wat op die Senior- & VOO-fase betrekking het, om sodoende ingeligte keuses te maak wanneer dit in skole binne die verskillende kontekste in Suid-Afrika geïmplementeer word.*
4. *Reflektiewe betrokkenheid in die praktyk in die Senior- & VOO-fase, by wyse van observasie, demonstrasie en eksperimentering met geskikte onderwys-strategieë, metodes en vaardighede asook die beste praktyke rakende bestuur, die handhawing van dissipline, ens., met inagneming van die vlakke van kognitiewe, affektiewe en morele ontwikkeling van adolessente.*
5. *Die vermoë om relevante data ten opsigte van geselekteerde onderwys-aangeleenthede te versamel en te interpreteer, om die bevindinge akkuraat en*

samehangend te kommunikeer, met begrip en respek vir intellektuele eiendom- konvensies, kopiereg en die reëls oor plagiaat.

- 6. Die vermoë om waardes, etiese gedrag, geregverdigde besluitneming en leierskap aan te wend en daaroor te reflekteer in ooreenstemming met die gedragskode van SARO en die Grondwet van Suid-Afrika.*
- 7. Die vermoë om effektief as spanlede van departemente of skole te werk, om kreatief probleme betreffende onderwys op te los, om akademiese en professionele leierskap in verskillende onderwys-omgewings te verskaf en om as 'n agent vir verandering op te tree, om sosiale geregtigheid te bevorder.*
- 8. Die vermoë en bereidwilligheid om volle verantwoordelikheid te aanvaar vir eie geleerdheids-behoeftes, die monitering van eie vordering met geleerdheid en die aanwending van relevante geleerdheid-strategieë en bestuur van alle beskikbare hulpbronne (gedruk, elektronies, menslik en die onderwyspraktijk), om die uitkomst van hierdie kwalifikasie suksesvol te verwesenlik en, wanneer dit gedoen word, die vermoë aan die dag te lê om hierdie vaardighede in onderwys en geleerdheid by die skole waar hulle onderrig gee te koester.*

EDU.3.3.2 Faculty-Specific Rules for the Curriculum / *Fakulteitspesifieke Reëls vir die Kurrikulum*

- A student who wants to take **Life Sciences** as a methodology need to present one of the following subjects Botany, Zoology and Physiology on 3rd year level and the other two on 1st year level.

*'n Student wat **Lewenswetenskappe** metodiek wil neem, moet een van die volgende vakke Plantkunde, Dierkunde en Fisiologie tot 3de jaarsvlak en die ander twee tot eerste jaarsvlak aanbied.*

- A student who wants to take **Physical Sciences** as a methodology need to present one of the subjects Chemistry or Physics on year level two and the other one on at least level 1.

*'n Student wat **Fisiese Wetenskappe** as metodiek wil neem, moet een van die vakke Chemie of Fisika tot op tweedejaars vlak en die ander een tot op ten minste eerste jaarvlak aanbied.*

- A student who wants to take the methodology of **Life Orientation** must have a combination of **Psychology** and any one of the following subjects on degree level: Sociology, Human Movement Science, Labour- and Industrial studies, Philosophy or Political Science. *Due to the high volume of Life Orientation applications, a cut-off point of 65% average for the highest subject contributing to the Life Orientation methodology is set.*

If a student has an additional 3rd year level major subject (HIST 3, BMAN 3, etc.), the possibility is then that the student's second year level combination of Psychology and any of the following subjects: Sociology, Human Movement Science, Labour and Industrial Studies, Philosophy whether Political Science (or any other MRTEQ authorised discipline authorised for the Life Orientation programme) will be considered. Due to the high-volume Life Orientation applications, a cut-off points of 65% average for the **2nd year level** subject that contributes to the Life Orientation Methodology is set. **LO becomes the second major on 2nd year level.**

*'n Student wat die **Lewensoriëntering** as metodiek wil neem, moet 'n kombinasie van Sielkunde en enige van die volgende vakke op graad vlak hê: Sosiologie, Menslike Bewegingskunde, Arbeids- en Industriële studies, Filosofie of Politieke Wetenskap. As gevolg van die hoë volume Lewensoriëntering aansoeke, word 'n afsnypunt van 65% gemiddeld vir die hoogste vak wat bydra tot die Lewensoriëntering-metodiek, gestel.*

Indien 'n student 'n addisionele 3de jaar vlak hoofvak het (HIST 3, BMAN 3, ens.), is die moontlikheid dan dat die student se tweedejaarsvlak kombinasie van Sielkunde en enige van die volgende vakke: Sosiologie, Menslike Bewegingskunde, Arbeid en Bedryfstudies, Filosofie of Politieke Wetenskap (of enige ander MRTEQ-gemagtigde dissipline wat vir die Lewensoriëntering-program gemagtig is) sal oorweeg word. Weens die hoëvolume Lewensoriëntering-aansoeke word 'n afsnypunt van 65% gemiddeld vir die 2de jaarvlakvak wat bydra tot die Lewensoriënteringmetodologie gestel. LO word die tweede hoofvak op 2de jaarvlak.

- A student who wants to take the methodology of **Geography** needs to prove knowledge of GIS.

'n Student wat Geografie as metodiek wil neem, moet kennis van GIS bewys.

- A student who want to take the methodology of **Mathematics** must have completed Mathematics on year level 2 or otherwise Mathematics on year level 1 with one of the following on year level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics.

*'n Student wat **Wiskunde** as metodiek wil neem, moet Wiskunde op jaarvlak 2 of andersins Wiskunde op jaarvlak 1 voltooi het met een van die volgende op jaarvlak 2:*

Statistiek, Wiskundige Statistiek, Toegepaste Wiskunde en Finansiële Wiskunde.

- Due to the high volume of **Business studies** applications, a cut-off point of 60% average for the highest year level will be set.

*As gevolg van die hoë volume **Besigheidstudies** aansoeke, word 'n afsnypunt van 60% gemiddeld vir die hoogste jaarvlak gestel.*

- To qualify for **Information Technology** (INTD 513): students must have a Computer Programming qualification on the **3rd year level** with a 60% average pass rate in subject relevant modules of the initial qualification, and student can be requested to submit a portfolio.

*Om te kwalifiseer vir **Inligtingstegnologie** (INTD 513): studente moet 'n Rekenaarprogrammeringskwalifikasie op die 3de jaarvlak hê met 'n gemiddelde slaagsyfer van 60% in vakrelevante modules van die aanvanklike kwalifikasie, en student kan versoek word om 'n portefeulje in te dien.*

- To qualify for **Computer Application Technology** (CATD 513) students should have Information Technology/Computer Science qualification on university **level 2** with a 60% pass rate, and the student may be requested to submit a portfolio.

*Om te kwalifiseer vir **Rekenaartoepassingstegnologie** (CATD 513), moet studente*

Inligtingstegnologie/Rekenaarwetenskap-kwalifikasie op universiteitsvlak 2 met 'n 60% slaagsyfer hê, en die student kan versoek word om 'n portefeulje in te dien.

- Specific rules apply for the **Senior Phase** specialisation / *Spesifieke reëls geld vir die Seniorfase spesialisasie*:
 - It is compulsory for a student in **Natural Sciences** (LAND 522) to have competence in Physical Sciences, Life Sciences and Physical Geography. A combination of at least two of these is sufficient.
Dit is verpligtend vir 'n student in Natuurwetenskappe (LAND 522) om bevoegdheid in Fisiese Wetenskappe, Lewenswetenskappe en Fisiese Geografie te hê. 'n Kombinasie van ten minste twee hiervan is voldoende.
 - It is compulsory for a student in **Social Sciences** (LASD 522) to have competence in History and Geography.
Dit is verpligtend vir 'n student in Sosiale Wetenskappe (LASD 522) om bevoegdheid in Geskiedenis en Geografie te hê.
 - It is compulsory for a student in **Economic Management Sciences** (LABD 522) to have competence in Business Management, Economics and Accounting.
Dit is verpligtend vir 'n student in Ekonomiese Bestuurswetenskappe (LABD 522) om bevoegdheid in Ondernemingsbestuur, Ekonomie en Rekeningkunde te hê.
 - It is compulsory for a student in **Creative Arts** (CASD 521) to have competence in Art and Music.
Dit is verpligtend vir 'n student in Kreatiewe Kunste (CASD 521) om bevoegdheid in Kuns en Musiek te hê.

EDU.3.3.3 Programme 4DC G02 / Program 4DC G02 (Curriculum Structure / Kurrikulumstruktuur: O100M, O100P, O100V)

Contact students register only for the 1-year curriculum below. Distance students (4DD G02) may also register for the 1-year curriculum. / **Kontak studente** registreer slegs vir die 1-jaar kurrikulum. Afstand studente (4DD G02) mag ook vir die 1-jaar kurrikulum registreer.

Contact / Kontak: 4DC G02					
Year Module / Jaarmodule					
Module code / Module-kode	Module name / Module naam				Cr / Kr
TPED 571	Teaching Practice (Senior & FET Phase Education) / Onderwyspraktik (Senior & VOO-fase Opvoedkunde)				24
Semester 1			Semester 2		
Module code / Module-kode	Module name / Module naam	Cr / Kr	Module code / Module-kode	Module name / Module naam	Cr / Kr
Fundamental modules / Fundamentele modules			Fundamental modules / Fundamentele modules		
ENTL 511	English as language of instruction / Engels as medium van instruksie	8	LIFF 522	Life skills for educator / Lewensvaardighede vir Onderwys	8
Core modules / Kern modules			Core modules / Kern modules		
EDCC 514	Education Theory & law / Opvoedkunde Teorie en Onderwysreg	8	EDCC 524	Educational Psychology / Opvoedkundige Sielkunde	8
EDCC 518	Curriculum Studies & Assessment / Kurrikulumstudies & Assessering	16	EDCC 525	Education Systems and Administration / Onderwysstelsel en -bestuur	8
Compulsory additional requirements / Verpligte addisionele vereistes			Compulsory additional requirements (only 1 according to requirements) / Verpligte addisionele vereistes (slegs 1 volgens vereistes)		

			MBLO 521 or/of CBAD 521	Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i> or/of Curriculum-based Assessment Adaptations / <i>Kurrikulum gebaseerde Assessering Aanpassings</i>	
CATD 513	Computer Applications Technology Methodology / <i>Rekenaartoe toepassings-tegnologie Metodiek</i>	12	DIGD 521 or / of MBLO 521	Digital Technology / <i>Digitale Tegnologie</i> or/of Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i>	12
ECOD 512	Economics Methodology / <i>Ekonomie Metodiek</i>	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and Management Sciences Methodology / <i>Ekonomiese Bestuurswetenskappe Metodiek</i> or/of Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i> or/of Curriculum-based Assessment Adaptations / <i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	12
ENGD 512	English Methodology / <i>Engels Metodiek</i>	12	ENGD 522	English Methodology / <i>Engels Metodiek</i>	12
GEOD 512	Geography Methodology / <i>Geografie Metodiek</i>	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social Sciences Methodology / <i>Sosiale Wetenskappe Metodiek</i> or/of Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i> or/of Curriculum-based Assessment Adaptations / <i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	12
HISD 512	History Methodology / <i>Geskiedenis Metodiek</i>	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social Sciences Methodology / <i>Sosiale Wetenskappe Metodiek</i> or/of Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i> or/of Curriculum-based Assessment Adaptations /	12

				<i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	
INTD 513	Information Technology Methodology / <i>Inligtingstechnologie Metodiek</i>	12	DIGD 521 or / of MBLO 521	Digital Technology / <i>Digitale Tegnologie or/of</i> Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i>	12
LIFD 512	Life Sciences Methodology / <i>Lewenswetenskappe Metodiek</i>	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / <i>Natuurwetenskappe Metodiek, or/of</i> Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer or/of</i> Curriculum-based Assessment Adaptations / <i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	12
LLOD 512	Life Orientation Methodology / <i>Lewensoriëntering Metodiek</i>	12	LLOD 522	Life Orientation Methodology / <i>Lewensoriëntering Metodiek</i>	12
MATD 512	Mathematics Methodology / <i>Wiskunde Metodiek</i>	12	MATD 522	Mathematics Methodology / <i>Wiskunde Metodiek</i>	12
MSVD 512	Music Methodology / <i>Musiek Metodiek</i>	12	CASD 521	Creative Arts Methodology in the Senior Phase / <i>Kreatiewe kuns Metodiek vir die Seniorfase</i>	12
PESP 511	Physical Education Methodology / <i>Fisiese Onderrig Metodiek</i>	12	PESP 521	Physical Education Methodology / <i>Fisiese Onderrig Metodiek</i>	12
PHSD 512	Physical Sciences Methodology / <i>Fisiese Wetenskappe Metodiek</i>	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / <i>Natuurwetenskappe Metodiek, or/of</i> Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer or/of</i> Curriculum-based Assessment Adaptations / <i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	12
SEMD 512	Setswana Methodology (Home Language) / <i>Setswana Metodiek (Huistaal)</i>	12	SEMD 522	Setswana Methodology (Home Language) / <i>Setswana Metodiek (Huistaal)</i>	12

SEND 512	Setswana Methodology (First Additional Language) / <i>Setswana Metodiek</i> (<i>Eerste addisionele taal</i>)	12	SEND 522	Setswana Methodology (First Additional Language) / <i>Setswana Metodiek</i> (<i>Eerste addisionele taal</i>)	12
SSMD 512	Sesotho Methodology (Home Language) / <i>Sesotho Metodiek</i> (<i>Huistaal</i>)	12	SSMD 522	Sesotho Methodology (Home Language) / <i>Sesotho Metodiek</i> (<i>Huistaal</i>)	12
TRVD 512	Tourism Methodology / <i>Toerisme Metodiek</i>	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and Management Sciences Methodology / <i>Ekonomiese Bestuurswetenskappe</i> <i>Metodiek</i> or/of Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i> or/of Curriculum-based Assessment Adaptations / <i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	12
TTED 512	FET Technology Methodology / <i>VOO Tegnologie Metodiek</i>	12	CTED 522 ETED 522 MTED 522	Civil Technology Methodology / <i>Siviele Tegnologie Metodiek</i> , or/of Electrical Technology Methodology / <i>Elektriese Tegnologie Metodiek</i> , or/of Mechanical Technology Methodology / <i>Meganiese Tegnologie Metodiek</i>	12
VWVD 512	Consumer Studies Methodology / <i>Verbruikerstudies Metodiek</i>	12	VWVD 521	Consumer Studies Methodology / <i>Verbruikerstudies Metodiek</i>	12
Total minimum credits semester 1 / <i>Totaal minimum krediete semester 1</i>		57	Total minimum credits semester 2/ <i>Totaal minimum krediete semester 2</i>		81
Total minimum credits per year / <i>Totale minimum krediete per jaar: 138</i>					

EDU.3.3.4 Programme 4DD G02 / Program 4DD G02 (Curriculum Structure / Kurrikulumstruktuur: O100P)

Distance students who want to register for the PGCE over two years, may use the 2-year curriculum below. The 2-year curriculum is **not for Contact students**. / **Afstandstudente** wat oor twee jaar vir die NGOS wil registreer, kan die onderstaande 2-jaar-kurrikulum gebruik. Die 2-jaar kurrikulum is **nie vir kontakstudente nie**.

Distance / Afstand: 4DD G02					
YEAR 1 / JAAR 1					
Semester 1			Semester 2		
Module code / Module-kode	Module name / Module naam	Cr / Kr	Module code / Module-kode	Module name / Module naam	Cr / Kr
Fundamental modules / Fundamentele modules			Fundamental modules / Fundamentele modules		
ENTL 511	English as language of instruction / Engels as medium van instruksie	8			
Core modules / Kern modules			Core modules / Kern modules		
			EDCC 525	Education systems and administration / Onderwysstelsel en -bestuur	8
Compulsory additional requirements / Verpligte addisionele vereistes			Compulsory additional requirements (only 1 according to requirements) / Verpligte addisionele vereistes (slegs 1 volgens vereistes)		
CMPF 512	Information and Communication Technology Competency for Teaching students / Inligting en kommunikasie	1	AFCL 121	Language of Conversational Competence: Afrikaans / Basiese Gesprekskommunikasie Language of Conversational	8

CATD 513	Computer Applications Technology Methodology / <i>Rekenaartoepassings-tegnologie Metodiek</i>	12	DIGD 521 or/of MBLO 521	Digital Technology / <i>Digitale Tegnologie</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i>	12
ECOD 512	Economics Methodology / <i>Ekonomie Metodiek</i>	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / <i>Ekonomiese Bestuurswetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
ENGD 512	English Methodology / <i>Engels Metodiek</i>	12	ENGD 522	English Methodology / <i>Engels Metodiek</i>	12
GEOD 512	Geography Methodology / <i>Geografie Metodiek</i>	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / <i>Sosiale wetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
HISD 512	History Methodology / <i>Geskiedenis Metodiek</i>	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / <i>Sosiale wetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
INTD 513	Information Technology Methodology / <i>Inligtingstechnologie Metodiek</i>	12	DIGD 521 or/of MBLO 521	Digital Technology / <i>Digitale Tegnologie</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i>	12

LIFD 512	Life Sciences Methodology / <i>Lewenswetenskappe Metodiek</i>	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / <i>Natuurwetenskappe Metodiek</i> , or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
LLOD 512	Life Orientation Methodology / <i>Lewensoriëntering Metodiek</i>	12	LLOD 522	Life Orientation Methodology / <i>Lewensoriëntering Metodiek</i>	12
MATD 512	Mathematics Methodology / <i>Wiskunde Metodiek</i>	12	MATD 522	Mathematics Methodology / <i>Wiskunde Metodiek</i>	12
MSVD 512	Music Methodology / <i>Musiek Metodiek</i>	12	CASD 521	Creative Arts Methodology in the Senior Phase / <i>Kreatiewe kuns Metodiek vir die Seniorfase</i>	12
PESP 511	Physical Education Methodology / <i>Fisiese Onderrig Metodiek</i>	12	PESP 521	Physical Education Methodology / <i>Fisiese Onderrig Metodiek</i>	12
PHSD 512	Physical Sciences Methodology / <i>Fisiese Wetenskappe Metodiek</i>	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / <i>Natuurwetenskappe Metodiek</i> , or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
SEMD 512	Setswana Methodology (Home Language) / <i>Setswana Metodiek (Huistaal)</i>	12	SEMD 522	Setswana Methodology (Home Language) / <i>Setswana Metodiek (Huistaal)</i>	12
SEND 512	Setswana Methodology (First Additional Language) / <i>Setswana Metodiek (Eerste addisionele taal)</i>	12	SEND 522	Setswana Methodology (First Additional Language) / <i>Setswana Metodiek (Eerste addisionele taal)</i>	12

TRVD 512	Tourism Methodology / <i>Toerisme Metodiek</i>	12	LABD 522 or/of	Economic and management sciences Methodology / <i>Ekonomiese Bestuurswetenskappe Metodiek</i> or/of	12
			MBLO 521 or/of	Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of	
			CBAD 521	Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	
TTED 512	FET Technology Methodology / <i>VOO Tegnologie Metodiek</i>	12	CTED 522	Civil Technology Methodology / <i>Siviele Tegnologie Metodiek</i> , or/of	12
			ETED 522	Electrical Technology Methodology / <i>Elektriese Tegnologie Metodiek</i> , or/of	
			MTED 522	Mechanical Technology Methodology / <i>Meganiese Tegnologie Metodiek</i>	
VWVD 512	Consumer Studies Methodology / <i>Verbruikerstudies Metodiek</i>	12	VWVD 521	Consumer Studies Methodology / <i>Verbruikerstudies Metodiek</i>	12
Total minimum credits semester 1 / <i>Totaal minimum krediete semester 1</i>		21	Total minimum credits semester 2/ <i>Totaal minimum krediete semester 2</i>		29
Total minimum credits per year 1 / <i>Totaal minimum krediete per jaar 1</i>					50
YEAR 2 / JAAR 2					
Year Module / <i>Jaarmodule</i>					
Module code / <i>Module- kode</i>	Module name / <i>Module naam</i>				Cr / Kr
TPED 571	Teaching Practice (Senior & FET Phase Education) / <i>Onderwyspraktijk (Senior & VOO- fase Opvoedkunde)</i>				24
Semester 1			Semester 2		
Module code / <i>Module- kode</i>	Module name / <i>Module naam</i>	Cr / Kr	Module code / <i>Module- kode</i>	Module name / <i>Modulenaam</i>	Cr / Kr

Fundamental modules / Fundamentele modules			Fundamental modules / Fundamentele modules		
			LIFF 522	Life skills for educator / <i>Lewensvaardighede vir Onderwys</i>	8
Core modules / Kern modules			Core modules / Kern modules		
EDCC 514	Education Theory & law / <i>Opvoedkunde teorie en Onderwysreg</i>	8	EDCC 524	Educational Psychology / <i>Opvoedkundige Sielkunde</i>	8
EDCC 518	Curriculum studies & Assessment / <i>Kurrikulumstudies & Assessering</i>	16			
ONE of the following methodologies (See prerequisites in EDU 3.3.2) / <i>EEN van die volgende metodieke (Sien voorvereistes in EDU 3.3.2)</i>			ONE of the following methodologies (Continuation of semester 1) <i>EEN van die volgende metodiek (Voortsetting van semester 1)</i>		
ACCD 512	Accounting Methodology / <i>Rekeningkunde Metodiek</i>	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and management sciences Methodology / <i>Ekonomiese Bestuurswetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
AFRD 512	Afrikaans Methodology / <i>Afrikaans Metodiek</i>	12	AFRD 522	Afrikaans Methodology / <i>Afrikaans metodiek</i>	12
ARTD 512	Visual Arts Methodology / <i>Visuele kuns Metodiek</i>	12	CASD 521	Creative Arts Methodology for the Senior Phase / <i>Kreatiewe kuns Metodiek vir die Seniorfase</i>	12
BSTD 512	Business Studies Methodology / <i>Besigheidstudies Metodiek</i>	12	LABD 522 or/of	Economic and Management sciences Methodology / <i>Ekonomiese Bestuurswetenskappe Metodiek</i> or/of	12

			MBLO 521 or/of CBAD 521	Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i> or/of Curriculum-based Assessment Adaptations / <i>Kurrikulum Gebaseerde Assessering Aanpassings</i>	
CATD 513	Computer Applications Technology Methodology / <i>Rekenaartoepassings-tegnologie Metodiek</i>	12	DIGD 521 or/of MBLO 521	Digital Technology / <i>Digitale Tegnologie</i> or/of Managing Barriers to Learning / <i>Bestuur van Hindernisse van Leer</i>	12
ECOD 512	Economics Methodology / <i>Ekonomie Metodiek</i>	12	LABD 522 or/of MBLO 521 or/of CBAD 521	Economic and Management Sciences Methodology / <i>Ekonomiese Bestuurswetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
ENGD 512	English Methodology / <i>Engelse Metodiek</i>	12	ENGD 522	English Methodology / <i>Engelse Metodiek</i>	12
GEOD 512	Geography Methodology / <i>Geografie Metodiek</i>	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social sciences Methodology / <i>Sosiale wetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
HISD 512	History Methodology / <i>Geskiedenis Metodiek</i>	12	LASD 522 or/of MBLO 521 or/of CBAD 521	Social Sciences Methodology / <i>Sosiale Wetenskappe Metodiek</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations /	12

				<i>Kurrikulum gebaseerde assessering aanpassings</i>	
INTD 513	Information Technology Methodology / <i>Inligtingstechnologie Metodiek</i>	12	DIGD 521 or/of MBLO 521	Digital Technology / <i>Digitale Tegnologie</i> or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i>	12
LIFD 512	Life Sciences Methodology / <i>Lewenswetenskappe Metodiek</i>	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / <i>Natuurwetenskappe Metodiek</i> , or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
LLOD 512	Life Orientation Methodology / <i>Lewensoriëntering Metodiek</i>	12	LLOD 522	Life Orientation Methodology / <i>Lewensoriëntering Metodiek</i>	12
MATD 512	Mathematics Methodology / <i>Wiskunde Metodiek</i>	12	MATD 522	Mathematics Methodology / <i>Wiskunde Metodiek</i>	12
MSVD 512	Music Methodology / <i>Musiek Metodiek</i>	12	CASD 521	Creative Arts Methodology in the Senior Phase / <i>Kreatiewe kuns Metodiek vir die Seniorfase</i>	12
PESP 511	Physical Education Methodology / <i>Fisiese Onderrig Metodiek</i>	12	PESP 521	Physical Education Methodology / <i>Fisiese Onderrig Metodiek</i>	12
PHSD 512	Physical Sciences Methodology / <i>Fisiese Wetenskappe Metodiek</i>	12	LAND 522 or/of MBLO 521 or/of CBAD 521	Natural Sciences Methodology / <i>Natuurwetenskappe Metodiek</i> , or/of Managing barriers to learning / <i>Bestuur van hindernisse van leer</i> or/of Curriculum-based assessment adaptations / <i>Kurrikulum gebaseerde assessering aanpassings</i>	12
SEMD 512	Setswana Methodology (Home Language) /	12	SEMD 522	Setswana Methodology (Home Language) /	12

	<i>Setswana Metodiek (Huistaal)</i>			<i>Setswana Metodiek (Huistaal)</i>	
SEND 512	Setswana Methodology (First Additional Language) / <i>Setswana Metodiek (Eerste addisionele taal)</i>	12	SEND 522	Setswana Methodology (First Additional Language) / <i>Setswana Metodiek (Eerste addisionele taal)</i>	12
TRVD 512	Tourism Methodology / <i>Toerisme Metodiek</i>	12	LABD 522 or/of 		

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

Module code / Modulekode: AFCL 121	Semester 2	NQF level / NKR vlak: 5
Title: Language of Conversational Competence: Afrikaans <i>Titel: Kommunikasie vir onderwys: Afrikaans</i>		
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. <i>Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:</i> <i>funksionele gebruikskennis van grammatikale strukture van Afrikaans;</i> <i>'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;</i> <i>elementêre individuele luister- en skryfvaardighede in Afrikaans.</i> Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>		

Module code / Module kode: AFRD 512	Semester 1	NQF level / NKR vlak: 7
Title: Afrikaans Methodology <i>Titel: Afrikaans Metodiek</i>		

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

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

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

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

Method of delivery: Distance, Contact

Metode van aflewering: Afstand, Kontak

Module code / Module kode: AFRD 522	Semester 2	NQF level / NKR vlak: 7
Title: Afrikaans Methodology Titel: Afrikaans Metodiek		
After completion of this module, the student should be able to demonstrate the following: • the capability to interpret and implement the national school curriculum meticulously for the composition of theme directed and integrated lessons with the focus on the development of Grade 7-12 learners' writing skills as well as their knowledge and application skills with regard to particular language structures and conventions; • the ability to apply the acquired knowledge and skills effectively in the development and evaluation of theme directed and integrated lesson series for the teaching of Afrikaans Home and Additional Language in Grade 7-12; • the ability to meticulously interpret the national assessment documentation and to apply same in the assessment of learner knowledge and skills at the appropriate level for the relevant grade and to provide proof of sound knowledge of school and departmental moderating processes; • the capability to critically evaluate the relevant language teaching and acquirement theories and to meaningfully apply same for the development of appropriate learning material and for the handling of various facets of the language teaching practise during micro-teaching sessions and within the WIL-period. <i>Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:</i> • <i>die vermoë om die nasionale skoolkurrikulum indringend te kan interpreteer en implementeer vir die samestelling van temagerigte en geïntegreerde lesse met die fokus op die ontwikkeling van leerders in graad 7-12 se skryfvaardighede, asook hul kennis en toepassingsvaardigheid ten opsigte van bepaalde taalstrukture en -konvensies;</i> • <i>verworwe kennis en vaardighede effektief te kan toepas vir die ontwikkeling en beoordeling van temagerigte en geïntegreerde les reekse vir die onderrig van Afrikaans Huis- en Addisionele Taal in graad 7-12;</i>		

- die vermoë om nasionale assesseringsdokumente diepgaande te kan interpreteer en vir die assessering van leerderkennis en -vaardighede op die aangewese vlak vir die betrokke graad kan toepas en bewys kan lewer van grondige kennis van skool- en departementele modereringsprosesse; en - die vermoë om relevante taalonderrig en -verwerwingsteorieë krities te kan beoordeel en sinvol kan toepas vir die ontwikkeling van geskikte leermateriaal en vir die hantering van verskillende fasette van die taalonderrigpraktik tydens mikro-onderrig sessies en binne die WIL-periode.
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: ARTD 512	Semester 1	NQF level / NKR vlak: 7
Title: Visual Arts Methodology <i>Titel: Visuele kuns Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - Integrated, detailed knowledge and understanding of, as well as an ability to correctly evaluate and apply the didactical principles concerning the facilitation of the broad topics in Art (Gr 10-12): art theory, art practical, art and visual literacy and general art knowledge and analysis; - the ability to select and independently evaluate and create different lesson plans, and evaluate, create and apply a range of different but appropriate assessment practices in Art in the FET phase; - a thorough knowledge of and insight into art-theoretical and subject terminology, gained during previous training (appropriate degree/qualification); - the ability to identify, analyse, critically reflect on and address complex and/or real life problems and issues in the application of practical teaching skills: WIL and micro-lessons; - the ability to evaluate all opinions from your own well-established worldview while teaching art, and be aware of social, ethical, multicultural and inclusive contexts; - management of learning, in respect of which a learner is able to demonstrate an ability to manage art processes in various and variable art didactical contexts; and - the ability to recognise that problem-solving is context and system-bound and does not occur in isolation. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> <i>geïntegreerde, gedetailleerde kennis en begrip van, so wel as die vermoë om die didaktiese beginsels ten opsigte van die fasilitering van die breë onderwerpe in kuns, korrek te evalueer en toe te pas soos in (Gr 10-12): kunsteorie, kunsprakties, kuns en visuele geletterdheid en algemene kennis en analiserings van kuns;</i> <i>die vermoë om lesplanne te kies en onafhanklik te evalueer, om verskillende lesplanne te ontwerp en om 'n reeks van verskillende, dog toepaslike assesseringspraktik vir Kuns in die VOO-fase te evalueer, te ontwerp en toe te pas;</i> <i>'n grondige kennis van en insig in kunsteorie en vakterminologie wat tydens vorige studies ('n toepaslike graad/kwalifikasie) verwerf is;</i> <i>die vermoë om komplekse en/of werklikheidsgetroue probleme en kwessies te identifiseer, analiseer en krities oor te besin gedurende die toepassing van praktiese onderrigvaardighede: WIL en mikro-lesse;</i> <i>die vermoë om alle menings uit eie goed gefundeerde wêreldbeskouing te evalueer, terwyl daar 'n bewustheid is van kunsonderrig en van sosiale -, etiese-, multi-kulturele -en inklusiewe kontekste;</i> <i>die bestuur van leer, ten opsigte waarvan 'n leerling in staat is om die kunsprosesse in verskillende en veranderlike kuns didaktiese kontekste te demonstreer; en</i> <i>die vermoë om in te sien dat probleemoplossing konteks en stelsel gebonde is en dat dit nie in isolasie plaasvind nie.</i>		
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>		

Module code / Modulekode: ARTS 511	Semester 1	NQF level / NKR vlak: 5
Title: Creative art for the senior phase <i>Titel: Kreatiewe kuns vir die seniorfase</i>		
On successful completion of this module the student should be able to demonstrate:		

• knowledge of main characteristics of different art materials and techniques, focussing mainly on basic drawing techniques and crafts; • the ability to apply the basic knowledge of art materials and techniques in the creative process in order to plan and complete art products; • their skills and informed understanding of these techniques and materials in a portfolio or visual diary; • informed knowledge of and understanding of key terms, concepts, rules, facts, principles and theories of art and art history: (Timeline from Pre-historic art to Renaissance); and • knowledge and informed understanding of the concepts of modernism and Avant-garde in art history, pertaining to the analysis of artworks. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> • kennis van die hoofkaraktertrekke van die verskillende kunsmateriaal en -tegnieke, met die klem hoofsaaklik op basiese teken-tegnieke en kunsvlyt; • die vermoë om die basiese kennis van kunstegniek en -materiaal toe te pas gedurende die kreatiewe proses om kunswerke te beplan en te voltooi; • vaardighede en ingeligte begrip van hierdie tegnieke en materiaal in 'n portefeulje of in 'n visuele dagboek; • ingeligte kennis en begrip van sleutel terme, konsepte, reëls, feite, beginsels en die teorie van kuns en kunsgeskiedenis: (in tydlyn van Pre-historiese kuns tot en met die Renaissance); en • kennis en 'n goeie begrip van die konsepte modernisme en Avant-garde in kunsgeskiedenis, wat met die analisering van kunswerke verband hou. Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak
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Module code / Modulekode: ARTS 521	Semester 1	NQF level / NKR vlak: 5
Title: Creative art for the senior phase Titel: Kreatiewe kuns vir die seniorfase On successful completion of this module the student should be able to demonstrate: • sound knowledge of drawing techniques and of different art materials, and create art products using the abovementioned knowledge and skills; • general knowledge of the main characteristics and techniques of painting (oil, acrylic, aqua); • the ability to apply the basic knowledge of painting techniques in a creative and orderly manner in order to successfully complete a painting; • basic knowledge of pottery: practical skills as well as theory; • their skills and informed understanding of these techniques and materials in a portfolio or visual diary; • a sound knowledge of and understanding of key terms, concepts, rules, facts, principles, and theories of art and art history from Baroque to Pop art; • basic and general knowledge and informed understanding of the concepts Post-modernism and eclecticism in art history, pertaining to the analysis of artworks; • an ability to apply the abovementioned knowledge and skills to the teaching and learning of Art as part of Creative arts in the senior phase (i.e. pedagogical competencies); and • critical, creative and reflective problem-solving techniques within art educational and societal context. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> • grondige kennis van teken-tegnieke en van verskillende kunsmateriale en die skep van kunswerke terwyl bogenoemde kennis en vaardighede aangewend word; • algemene kennis met betrekking tot die hoofeenskappe en -tegnieke van skilder (olie, akriel en waterverf/aqua); • die vermoë om die basiese kennis van skildertegniek op 'n kreatiewe en ordelike manier toe te pas om 'n skildery suksesvol te voltooi; • 'n basiese kennis van pottebakkerij: praktiese vaardighede, sowel as die teorie daarvan; • vaardighede en goeie begrip van hierdie tegnieke en materiale in 'n portefeulje of visuele dagboek; • 'n grondige begrip van en 'n begrip van sleutel terme, reëls, feite, beginsels en die teorie van kuns en kunsgeskiedenis van Baroque tot Pop kuns; • Basiese en algemene kennis en goeie begrip van Postmodernisme en eklektisisme in kunsgeskiedenis, met betrekking tot die toepassing daarvan op die analisering van kunswerke;		

• 'n vermoë om bogenoemde kennis en vaardighede in die onderrig en leer in Kuns as deel van Kreatiewe kunste in die seniorfase toe te pas (bv. pedagogiese vaardighede); en Kritiese-, kreatiewe- en reflektiewe-probleemoplossingstegnieke binne die opvoedkundige en sosiale kontekste van kuns.
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: BSTD 512	Semester 1	NQF level / NKR vlak: 7
Title: Business studies methodology Titel: Besigheidstudies Metodiek		
On successful completion of this module the student should be able to: • illustrate and apply integrated knowledge and understanding of the Curriculum and Assessment Policy Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of and the ability to apply and evaluate information regarding the principles and theories with regard to classroom management, creative teaching and active learning in the Business Studies classroom in the context of postgraduate teaching studies; • execute critical analyses, syntheses and evaluations of quantitative- and qualitative information with regard to classroom administration, classroom organisation and record-keeping; • effectively present academically-professional information and creatively address complex problems with regard to assessment of Business Studies teaching as well as planning and preparation of Business Studies lessons using his/her IT-skills and coherently and validly communicate as an individual or as part of a group; • use the knowledge and skills, mastered in this module effectively to present the subject Business Studies to grade 10-12 learners using different teaching strategies and learning techniques and implement norms and values prescribed by the Department of Education to facilitate collaborative learning processes as a professional teacher; and • the ability to select specialized subject content knowledge and integrate this with subject methodology to transform it into pedagogical content knowledge (PCK) and develop the necessary lesson presentation skills using appropriate technologies. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> • illustreer en pas geïntegreerde kennis en begrip van die Kurrikulum- en assesseringsbeleidsverklaring en ander verwante onderwysbeleidsdokumente vir graad 10 – 12 toe en toon ingeligte en kritiese begrip van en die vermoë om inligting in verband met die beginsels en teorieë met betrekking tot klaskamerbestuur, kreatiewe onderrig en aktiewe leer in Besigheidstudies in die konteks van nagraadse-onderrig studies, toe te pas en te evalueer; • voer kritiese analises, sinteses en evaluerings van kwantitatiewe – en kwalitatiewe inligting ten opsigte van klaskamerbestuur, -organisering en rekordhouding uit; • bied akademies professionele-inligting effektief aan en spreek komplekse probleme met betrekking tot die assessering van die onderrig van Besigheidstudies kreatief aan, sowel as die beplanning en voorbereiding van Besigheidstudies lesse, deur gebruik te maak van sy/haar IT-vaardighede en kommunikeer duidelik en geldig as 'n individu of as deel van 'n groep; • gebruik die kennis en vaardighede, wat in hierdie module effektief bemeester is, om die vak Besigheidstudies aan graad 10 – 12 leerlinge aan te bied deur om van die verskillende onderrigstrategieë en leermetodes gebruik te maak en implementeer norme en waardes soos deur die Departement van Onderwys voorgeskryf is om die gesamentlike leerprosesse as 'n professionele onderwyser te fasiliteer; en • die vermoë om gespesialiseerde vakkennis te kies en om dit te integreer met die vakmetodiek om dit te transformeer na pedagogiese vakkennis (PVK) en om die vereiste lesaanbiedingsvaardighede te ontwikkel deur gebruik te maak van die toepaslike tegnologie.		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: CASD 521	Semester 2	NQF level / NKR vlak: 7
Title: Creative Arts methodology for the senior phase Titel: Kreatiewe Kuns metodiek vir die seniorfase		

On successful completion of this module the student should be able to demonstrate: • detailed knowledge and understanding of didactic principles such as planning lessons and work schedules in the subject Creative Arts in the senior phase; • detailed knowledge and understanding of different educational theories and methods in the teaching of music and arts in the subject Creative Arts in the senior phase; • the ability to select, evaluate and effectively apply different teaching methods and assessment strategies in the subject Creative Arts and debate and motivate his/her preferences; • the ability to select, evaluate and effectively apply different models for arts integration in the senior phase subject Creative Arts; • the ability to distinguish and solve complex and real world problems in applying practical skills during micro-lessons and practical teaching in the subject Creative Arts; • an understanding of the ethical implications of decisions, actions and practices specifically relevant to inclusive teaching and multicultural teaching in Creative Arts education; • management of learning, including classroom management, in respect of which optimal teaching and learning can take place; and • a thorough awareness of the importance of self-directed learning, and the ability to apply this in the Creative Arts class. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> • gedetailleerde kennis en begrip van die didaktiese beginsels soos die beplanning van lesse en werkskedules in die vak Kreatiewe kunste in die seniorfase; • gedetailleerde kennis en begrip van die verskillende opvoedkundige teorieë en -metodes in die onderrig van musiek en kuns in die vak Kreatiewe kunste in die seniorfase; • die vermoë om die verskillende onderrigmetodes te kies, te evalueer en die assessering strategieë effektief toe te pas in die vak Kreatiewe kunste en om sy/haar keuses te debatteer en te motiveer; • die vermoë om verskillende modelle vir kunsintegrasie te kies, te evalueer en effektief toe te pas in die seniorfase vak Kreatiewe kunste; • die vermoë om komplekse en werklike probleme te onderskei en op te los in die toepassing van praktiese vaardighede gedurende mikro-lesse en praktiese onderwys in die vak Kreatiewe kunste; • 'n begrip van die etiese implikasies van besluite, aksies en praktyke spesifiek toepaslik vir inklusiewe – en multi-kulturele onderrig in die vak Kreatiewe kunste; • die bestuur van leer, insluitend klaskamerbestuur, ten opsigte waarvan optimale onderrig en leer kan plaasvind; en • 'n deeglike bewustheid van die belangrikheid van selfgerigte leer en die vermoë om dit in die Kreatiewe kunste klas toe te pas. Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak
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Module code / Modulekode: CATD 513	Semester 1	NQF level / NKR vlak: 7
Title: Computer Applications Technology Methodology Titel: Rekenaartoevoegingstechnologie Metodiek		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge and understanding of relevant departmental policy documents as well as the curriculum content and compiling of work schedules in applicable learning contexts; • profound knowledge and skills about appropriate assessment techniques, -methods and -instruments to facilitate meaningful assessment of theoretical and practical content; • profound knowledge and skills about teaching and learning strategies for the facilitation of subject related content in order to enhance learners' self-directed learning; • integrated knowledge and understanding of touch typing as an essential skill; • integrated knowledge and understanding of the profiles of successful Computer Applications Technology facilitators and learners; • integrated knowledge and skills regarding the accommodation of learners with special needs in the Computer Applications Technology class; and • the ability to monitor the progress of own learning in this module and taking responsibility for attaining the outcomes. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i>		

- geïntegreerde kennis en begrip van relevante departementele beleidsdokumente, sowel as die kurrikulum inhoud en die opstel van werkskodes in toepaslike leerkontekste; - diepgaande kennis en vaardighede van toepaslike assesseringstegnieke, -metodes en -instrumente om betekenisvolle assessering van teoretiese en praktiese inhoud te fasiliteer; - diepgaande kennis en vaardighede van onderrig-leerstrategieë vir die fasilitering van vakverwante inhoud om leerders se selfgerigte leer te bevorder; - geïntegreerde kennis en begrip van blindtik as 'n noodsaaklike vaardigheid; - geïntegreerde kennis en begrip van die profiele van suksesvolle Rekenaartoeëpassingstegnologie fasiliteerders en leerders; - geïntegreerde kennis en vaardighede om leerders met spesiale behoeftes in die Rekenaartoeëpassingstegnologie klas te akkommodeer; en - die vermoë om die vordering van eie leer in hierdie module te monitor en om verantwoordelikheid te aanvaar om hierdie uitkomst te bereik.
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: CBAD 521	Semester 2	NQF level / NKR vlak: 7
Title: Curriculum based assessment adaptations Titel: Kurrikulumgebaseerde assesseringsaanpassings		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and informed understanding of the different approaches, policy aspects, processes, terminology and concepts with regard to formative and summative curricular assessment practices relevant to learners experiencing barriers to learning; - integrated knowledge and informed understanding of different adaptive methods for curriculum based assessment; - the ability to identify, evaluate and analyse appropriate adaptive methods for curriculum based assessment with regard to different barriers to learning; - ability to select, evaluate and apply appropriate processes and methods with regard to adaptive methods for curriculum based assessment for learners who experience different barriers to learning; and - reflection of values, ethical conduct and justified decision making appropriate to the practice of assessing the learner experiencing different barriers to learning. Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer: - geïntegreerde kennis en ingeligte begrip van die verskillende benaderings, beleidsaspekte, prosesse, terminologieë en konsepte met betrekking tot die formatiewe en summatiewe kurrikulêre assesseringspraktike toepaslik vir leerlinge wat leerstoornisse ervaar; - geïntegreerde kennis en ingeligte begrip van die verskillende aanpassingsmetodes vir kurrikulumgebaseerde-assessering; - die vermoë om toepaslike aanpassingsmetodes vir kurrikulumgebaseerde-assessering te identifiseer, evalueer en te analiseer ten opsigte van die verskillende leerstoornisse; - die vermoë om toepaslike prosesse en metodes met betrekking tot aanpassingsmetodes vir kurrikulumgebaseerde-assessering te identifiseer, evalueer en te analiseer vir leerlinge wat verskillende leerstoornisse ervaar; en - die weerspieëling van waardes, etiese gedrag en geregtigde besluitneming toepaslik vir die assesseringspraktike vir leerlinge wat leerstoornisse ervaar.		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: CMPF 511	Semester 1	NQF level / NKR vlak: 7
Title: Information and Communication Technology Competency for Teaching students Titel: Inligting en Kommunikasietegnologie Bevoegdheid vir Onderwysstudente		
On successful completion of this module, the student should: demonstrate a deep understanding of the use of information communication and technology in educational settings;		

- demonstrate practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme as it is applied in education and teaching; - demonstrate initiative in using and applying practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme for application in an educational environment; - demonstrate problem solving abilities to plan and apply the practical use of the application programs in the teaching-learning environment; and - evaluate ethical aspects regarding the use of computers in the teaching-learning environment. <i>Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:</i> <i>'n goeie begrip te toon vir die gebruik van inligtingskommunikasie en tegnologie in opvoedkundige konteks;</i> <i>praktiese vaardighede te toon in die gebruik van woordverwerkingsprogramme, sigbladprogramme en aanbiedingsprogramme in die onderwys- en opvoedingsomgewing;</i> <i>inisiatief te toon in die gebruik en aanwending van praktiese vaardighede tydens die gebruik van 'n woordverwerkingsprogram, sigbladprogram en aanbiedingsprogram in 'n opvoedkundige omgewing</i> <i>probleemoplossingsvermoë te toon in die beplanning en toepassing van die praktiese gebruik in toepassingsprogramme in die onderrig- en leeromgewing</i> <i>etiese aspekte te kan evalueer in die gebruik van rekenars in die onderrig- en leer omgewing.</i> Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: CMPP 512	Semester 1	NQF level / NKR vlak: 7
Title: Information and Communication Technology Competency for Teaching students Titel: <i>Inligting en Kommunikasietegnologie Bevoegdheid vir Onderwysstudente</i>		
On successful completion of this module, the student should be able to demonstrate: - integrated knowledge and understanding in the application of word processing, spreadsheet and presentation software skills in the educational environment; - sound competency in the use of information communication and technology (ICT) in educational settings - sound knowledge of ethical aspects regarding the use of ICT in the teaching-learning environment; and - the development of self-directed learning skills as lifelong learners in developing their ICT competencies. <i>Na suksesvolle voltooiing van hierdie module behoort die student die volgende te demonstreer:</i> <i>geïntegreerde kennis en begrip te toon in die gebruik van woordverwerkingsprogramme, sigbladprogramme en aanbiedingsprogramme in die onderwys- en opvoedingsomgewing;</i> <i>grondige bevoegdheid in die gebruik van inligtingskommunikasie en -tegnologie (IKT) in opvoedkundige omgewings;</i> <i>grondige kennis van etiese aspekte rakende die gebruik van IKT in die onderrig-en leeromgewing; en</i> <i>die ontwikkeling van selfgerigte leervaardighede as lewenslange leerders in die ontwikkeling van hul eie IKT-bevoegdhe.</i> Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: CTED 522	Semester 2	NQF level / NKR vlak: 7
Title: Civil Technology Methodology Titel: <i>Siviele Tegnologie Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and insight towards the content, principles, general and specific aims of the Curriculum and Assessment Policy Statement ("CAPS") for Civil Technology; - the ability to critically interpret curriculum outcomes to promote and further Civil Technology; - the ability to select, evaluate and apply a range of different characteristics of a Civil Technology teacher and learner for application in school practice;		

- integrated knowledge and engagement with reference to the place, influence and role of Civil Technology; - an interpretation of sound subject knowledge and content of the CAPS document and an integration to ensure development of pedagogical content knowledge; - an understanding of the content and integration of the technological process in classroom practice – theory and practical work; - sound planning of assessment as prescribed in the CAPS document; - thorough planning and assessment of the practical assessment tasks; and - ability to plan, manage and maintain a Civil Technology workshop in order to develop good safety and housekeeping practices. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> <i>geïntegreerde kennis en insig teenoor die inhoud, beginsels, algemene en spesifieke doelwitte van die Kurrikulum- en assesseringsbeleidsverklaring (KABV) vir Siviele tegnologie;</i> <i>die vermoë om kurrikulumuitkomst krities te interpreteer om Siviele tegnologie te bevorder en ondersteun;</i> <i>die vermoë om 'n reeks van verskillende karakertreke van 'n Siviele tegnologie-onderwyser en -leerling te kies, evalueer en in die skoolpraktyk toe te pas;</i> <i>geïntegreerde kennis en aansluiting met verwysing na die plek, invloed en rol van Siviele tegnologie;</i> <i>'n interpretasie en integrasie van grondige vakkennis en die inhoud van die KABV-dokument ten einde pedagogiese vakkennis te ontwikkel;</i> <i>'n begrip van die inhoud en integrasie van die tegnologiese prosesse in die klaskamerpraktykteorie en praktiese werk;</i> <i>goeie beplanning van assessering soos voorgeskryf in die KABV-dokument;</i> <i>deeglike beplanning en assessering van die praktiese assesseringstake; en</i> <i>die vermoë om 'n Siviele tegnologiewerkswinkel te beplan, bestuur en in stand te hou sodat goeie veiligheids- en huishoudingspraktyke ontwikkel word.</i> Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>
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Module code / Modulekode: DIGD 521	Semester 2	NQF level / NKR vlak: 7
Title: Digital Technology Methodology <i>Titel: Digitale Tegnologie Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - sound knowledge of digital citizenship and digital skills for the 4IR; - sound mastering of keyboarding (touch-typing), and sound knowledge of database design, HTML and introductory coding and robotics; - integrated knowledge and understanding of the teaching and learning of keyboarding skills, database design, HTML and introductory coding and robotics in order to solve real world problems; - profound skills in the planning, preparation and facilitation of theoretical and practical content and in applying didactical knowledge and skills in praxis; - profound skills in applying teaching-learning strategies and appropriate assessment techniques, methods and instruments to facilitate meaningful learning; - profound skills about the selection and the evaluation of appropriate teaching-learning material for the facilitation of practical and theoretical content, taking into consideration the use of new technological developments and all other relevant sources; - sound knowledge and understanding of the organisation and administration of a computer laboratory; - the ability to develop an appropriate practical project and manage the implementation thereof; and - the development of self-directed learning skills as lifelong learners in the teaching and learning of ICT related subjects in blended-learning and multimodal environments. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> <i>grondige kennis van digitale burgerskap en digitale vaardighede vir die 4IR;</i> <i>grondige bemeesterskap van sleutelbordvaardigheid (blindtik) en grondige kennis van databasisontwerp, HTML, inleidende programmering en robotika;</i>		

• <i>geïntegreerde kennis en begrip van die onderrig-en-leer van sleutelbordvaardighede, databasisontwerp, HTML inleidende programmering en robotika met die doel om regte wêreldse probleme op te los;</i> • <i>diepgaande vaardighede in die beplanning, voorbereiding en fasilitering van teoretiese en praktiese inhoud en die toepassing van didaktiese kennis en vaardighede in die praktyk;</i> • <i>diepgaande vaardighede in die toepassing van onderrig-en-leer strategieë en toepaslike assesseringstegnieke, -metodes en -instrumente om betekenisvolle leer te fasiliteer;</i> • <i>diepgaande vaardighede oor die selektering en evaluering van toepaslike onderrig-leer materiaal vir die fasilitering van praktiese en teoretiese inhoud, met inagneming van nuwe tegnologiese ontwikkeling en ander relevante bronne;</i> • <i>grondige kennis en begrip van die organisering en administrasie van 'n rekenaarlaboratorium;</i> • <i>die vermoë om 'n toepaslike praktiese projek te ontwikkel en die implementering daarvan te bestuur; en</i> • <i>die ontwikkeling van selfgerigte leer vaardighede as lewenslange leerders in die onderrig-leer van IKT- verwante vakke in gemengde modus en multimodale omgewings.</i>
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: ECOD 512	Semester 1	NQF level / NKR vlak: 7
Title: Economics Methodology <i>Titel: Ekonomie Metodiek</i>		
On successful completion of this module the student should be able to: • illustrate and apply integrated knowledge and understanding of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of and the ability to apply and evaluate information regarding the principles and theories with regard to classroom management, creative teaching and active learning in the economics classroom in the context of postgraduate teaching studies; • execute critical analyses, syntheses and evaluations of quantitative- and qualitative information with regard to classroom administration, classroom organisation and record-keeping; • effectively present academically-professional information and creatively address complex problems with regard to assessment of Economics teaching as well as planning and preparation of Economics lessons using his/her IT-skills and coherently and validly communicate as an individual or as part of a group; and • use the knowledge and skills, mastered in this module effectively to present the subject Economics to grade 10-12 learners using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> • <i>illustreer en pas geïntegreerde kennis en begrip van die Nasionale kurrikulumverklaring en ander dokumente vir graad 10 – 12 toe en toon 'n ingeligte en 'n kreatiewe begrip van, en die vermoë om inligting toe te pas en te evalueer met betrekking tot beginsels en teorieë van klaskamerbestuur, kreatiewe onderrig en aktiewe leer in die Ekonomie-klaskamer in die konteks van nagraadse studies;</i> • <i>voer kritiese analise, sintese en evaluering van kwantitatiewe – en kwalitatiewe inligting met betrekking tot klaskamerpraktyk, -organisasie en rekordhouding uit;</i> • <i>bied akademies professionele-inligting aan en spreek komplekse probleme effektief aan met betrekking tot die assessering van Ekonomie-onderrig, sowel as die beplanning en voorbereiding van Ekonomie lesse deur gebruik te maak van sy/haar IT-vaardighede en kommunikeer duidelik en geldig as 'n individue of as deel van 'n groep; en</i> • <i>gebruik die kennis en vaardighede in hierdie module effektief om die vak Ekonomie aan graad 10-12 leerlinge te onderrig deur gebruik te maak van die verskillende onderrigstrategieë en leertegnieke, en implementeer as professionele onderwyser norme en waardes soos deur die Onderwysdepartement voorgeskryf is om gesamentlike leerprosesse te fasiliteer.</i>		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: EDCC 514	Semester 1	NQF level / NKR vlak: 7
Title: Education theory and –law Titel: Opvoedkunde teorie en Onderwysreg		
After completion of section A of the module EDCC 514 (Education Theory), the student should be able to demonstrate:		
- an informed understanding, as well as an integrated knowledge of a range of education theories, ideas and concepts that mark the current social science and educational landscape; - a theoretically rigorous and conceptually integrated level of competence to apply some of the major education(al) theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, development organisations and in government departments); and - an ability to apply theoretical understandings to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry.		
After completion of section B of the module EDCC 514 (Education Law), the student teacher should be able to demonstrate the ability to contribute to quality education in a diverse community by having obtained the following competences:		
- an integrated understanding of legislation, case law and the common law in order to select and apply a range of methods to resolve problems and introduce changes within practice; - the identification of the nature of a problem in a case study, while analysing, evaluating and critically reflecting on the legal question by consulting relevant legislation, court cases and common law; - the ability to process information, within a given context, with the purpose of validating and applying relevant legal principles; - the ability to process, integrate and justify principles of professionalism according to the SACE's Code of Professional Ethics; and - the ability to analyse and evaluate conduct of learners and educators in contemporary issues in education, for example learner discipline, social justice, cyber-bullying etc. from a legal perspective.		
Na die suksesvolle voltooiing van Afdeling A van die module EDCC 514 (Opvoedkunde teorie), moet die student in staat wees om die volgende te demonstreer:		
'n ingeligte begrip, sowel as die geïntegreerde kennis van 'n reeks opvoedkundige teorieë, ideë en konsepte wat die huidige sosiale wetenskap en opvoedkunde landskap kenmerk; 'n teoreties nagesette en konseptueel geïntegreerde vlak van vaardigheid om die meerderheid opvoedkundige teorieë, – ideë en – konsepte toe te pas binne hulle toekomstige opvoedkundige praktyke as professionele onderwysers wat binne 'n verskeidenheid kontekste (skole, klinieke, kolleges, universiteite, semi-staatsinstellings, nieregeringsorganisasies, ontwikkelingsorganisasies en in staatsdepartemente) werk; en - die vermoë om teoretiese begrippe toe te pas in die uitvoer van basiese navorsing in die onderwys en om hulle teoretiese insigte, gebaseer op die resultate van empiriese studies te verbreed.		
Na die suksesvolle voltooiing van Afdeling B van die module EDCC 514 (Onderwysreg), behoort die onderwysstudent die vermoë te hê om tot gehalte onderwys binne 'n diverse gemeenskap by te dra, deur die volgende vaardighede te kon verkry:		
'n geïntegreerde begrip van wetgewing, regspraak en gemenerereg sodat 'n reeks metodes gekies en toegepas kan word om probleme op te los en veranderinge binne die praktyk te bewerkstellig; ; - die identifisering van die kenmerke van 'n probleem binne 'n gevallestudie en terselfdertyd word die regspraak geanaliseer, geëvalueer en krities oorweeg deur die betrokke wetgewing, hofsake en gemenerereg te raadpleeg; - die vermoë om inligting binne 'n gegewe konteks te verwerk, met die doel om die betrokke regsbeginsele te valideer en toe te pas; - die vermoë om die beginsele van professionalisme volgens die kode van professionele etiek van SARO te proseseer, te integreer en te regverdig; en - die vermoë om die gedrag van leerlinge en onderwysers oor kontemporêre kwessies in onderwys te analiseer en evalueer, byvoorbeeld om leerlingdisipline, sosiale regverdiging, kuber-geboelie, ens., uit 'n regsoogpunt te analiseer.		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: EDCC 518	Semester 1	NQF level / NKR vlak: 7
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Title: Curriculum Studies & Assessment <i>Titel: Kurrikulumstudies & Assessering</i>
On successful completion of this module the student should be able to: • demonstrate integrated knowledge in terms of the theoretical underpinnings and principles of the development and implementation of a curriculum and teaching as a profession; • comprehend and evaluate curriculum changes and teaching as a profession over a specific period within the South African context; • access, process and manage official school policy documents in order to develop curriculum and teaching tools; • demonstrate the ability to identify, distinguish and interpret components of curriculum in the South African national school curriculum; • demonstrate integrated knowledge of LTSM (Learning and Teaching Support Material) and ICT (Information and Communication Technology). • integrated knowledge and understanding of the theoretical underpinnings of assessment in terms of how it is defined, its purposes and principles and the ability to critical evaluate assessment practices accordingly; and • an understanding of integrated assessment within the context of contemporary constructivist learning orientations and the ability to select, apply and evaluate integrated assessment in the classroom. <i>Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:</i> • <i>geïntegreerde kennis te demonstreer in terme van die teoretiese onderbou en beginsels van die ontwikkeling en implementering van 'n kurrikulum en onderrig as 'n profesie;</i> • <i>kurrikulumveranderinge en onderrig as 'n profesie oor 'n spesifieke tydperk binne die Suid-Afrikaanse konteks te begryp en te evalueer;</i> • <i>toegang tot, verwerk en bestuur van amptelike skoolbeleidsdokumente ten einde kurrikulum- en onderrighulpmiddels te ontwikkel;</i> • <i>die vermoë te demonstreer om komponente van kurrikulum in die Suid-Afrikaanse nasionale skoolkurrikulum te identifiseer, te onderskei en te interpreteer;</i> • <i>geïntegreerde kennis van LOOM (Leer- en Onderrigondersteuningsmateriaal) en IKT (Inligting- en Kommunikasietegnologie) te demonstreer.</i> • <i>geïntegreerde kennis en begrip van die teoretiese onderbou van assessering in terme van hoe dit gedefinieer word, die doelwitte en beginsels daarvan en die vermoë om assesseringspraktyke daarvolgens krities te evalueer;</i> • <i>'n begrip van geïntegreerde assessering binne die konteks van kontemporêre konstruktivistiese leeroriëntasies en die vermoë om geïntegreerde assessering in die klaskamer te selekteer, toe te pas en te evalueer.</i>
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: EDCC 524	Semester 2	NQF-level / NKR vlak: 7
Title: Educational Psychology <i>Titel: Opvoedkundige Sielkunde</i>		
On successful completion of this module the student should be able to demonstrate: • discipline-specific detailed conceptual as well as theoretical knowledge and informed understanding with regard to educational and developmental psychology; • detailed knowledge and informed understanding of the international and national movement towards inclusive education as well as the national policies that guide the implementation of inclusive education in South Africa; • the necessary skills, attitudes and values to render support to learners who experience barriers to learning and development in an inclusive classroom; • knowledge and awareness of, as well as a personal reflection on their professional ethical conduct towards all learners. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i>		

• <i>dissipline-spesifieke konseptuele -, sowel as teoretiese kennis en ingeligte begrip met betrekking tot opvoedkundige – en ontwikkelingsielkunde;</i> • <i>gedetailleerde kennis en 'n ingeligte begrip van die nasionale en internasionale beweging na inklusiewe-onderwys, sowel as die nasionale beleide wat die implementering van inklusiewe onderwys in Suid-Afrika lei;</i> • <i>die nodige vaardighede, houdings en waardes sodat leerlinge wat leerstoornisse en ontwikkelingsstoornisse ervaar, ondersteuning in 'n inklusiewe klas ontvang; en</i> • <i>kennis en bewustheid, sowel as 'n persoonlike weerspieëling, van hulle professioneel-etiese gedrag teenoor alle leerlinge.</i>
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: EDCC 525	Semester 2	NQF-level / NKR vlak: 7
Title: Education Systems and Administration <i>Titel: Onderwysstelsels en -bestuur</i>		
On successful completion of this module the student should be able to demonstrate the ability to: • contribute to quality education in a diverse community; • have a deep knowledge and understanding of the nature and aims of the South African education system; • function within this system to the advantage of the South African community and to contribute to the solution of challenges and the promotion of social responsibility; • have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflexive problem-solving skills within an educational and societal context; • have the ability to integrate education management, theory and practice; and • to develop professional classroom management skills in a diverse and changing national and international context. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende vermoë te demonstreer:</i> • <i>om tot kwaliteit onderwys in 'n uiteenlopende gemeenskap by te dra;</i> • <i>beskik oor 'n grondige kennis en begrip van die aard en doelwitte van die Suid-Afrikaanse onderwysstelsel;</i> • <i>funksioneer binne hierdie stelsel tot voordeel van die Suid-Afrikaanse gemeenskap en om by te dra tot die oplossing van uitdagings en die bevordering van sosiale verantwoordelikheid;</i> • <i>beskik oor die vermoë om die eksterne invloede op die onderwysstelsel en die klaskamer te evalueer, ten einde kritiese, kreatiewe en refleksiewe probleemoplossende-vaardighede binne 'n opvoedkundige en maatskaplike konteks te ontwikkel;</i> • <i>beskik oor die vermoë om onderwysbestuur, -teorie en -praktyk te integreer; en</i> • <i>om professionele klaskamerbestuursvaardighede binne 'n diverse en veranderende nasionale – en internasionale konteks te ontwikkel.</i>		
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>		

Module code / Modulekode: ENGD 512	Semester 1	NQF-level / NKR vlak: 7
Title: English Methodology <i>Titel: Engels Metodiek</i>		
On successful completion of this module the student should be able to demonstrate the following: • apply appropriate teaching and learning principles in the senior- and FET phases for teaching English to learners from diverse backgrounds and cultures; • interpret departmental policy documents prescribed for each phase of learning in order to plan effectively; • demonstrate systematic and comprehensive skills in the planning and presentation of English language and literature lessons;		

- demonstrate sophisticated competence as educator in the selection of appropriate learning material and teaching strategies for the senior- and FET phase; - demonstrate refined and cultivated values regarding the English language teaching profession and showing responsibility towards learners and the community. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> <i>toepassing van onderrig- en leerbeginsels om Engels aan verskillende agtergronde en kulture in die senior- en VOO-fases te onderrig;</i> <i>vermoë om departementele beleidsdokumente te interpreteer wat voorgeskryf is vir elke fase van leer ten einde doeltreffend te beplan;</i> <i>demonstreer sistematiese en omvattende vaardighede in die beplanning en aanbieding van Engelse taal- en literatuurlesse;</i> <i>demonstreer as opvoeder, gesofistikeerde bevoegdheid in die keuse van toepaslike leermateriaal en onderrigstrategieë vir die senior- en VOO-fase;</i> <i>demonstreer verfynde en verhoude waardes rakende die Engelse taalonderrigprofessie en toon verantwoordelikheid teenoor leerders in die gemeenskap.</i> Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak
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Module code / Modulekode: ENGD 522	Semester 2	NQF-level / NKR vlak: 7
Title: English Methodology Titel: Engels Metodiek		
On successful completion of this module the student should be able to demonstrate the following: - demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for the senior- and FET phases; - demonstrate systematic and comprehensive skills in the planning and presentation of English lessons and learning programmes; - demonstrate systematic and comprehensive skills in the interpretation of prescribed departmental policy documents; - demonstrate sophisticated competence as educator in the selection of appropriate learning material and teaching strategies for the senior- and FET phase for learners from diverse backgrounds and cultures - demonstrate refined and cultivated values regarding the English language teaching profession and showing responsibility towards learners and the community. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> <i>demonstreer omvattende kennis van beginsels rakende die beplanning van lesse vir die onderrig van Engelse Eerste Addisionele Taal vir die senior- en VOO-fases;</i> <i>demonstreer sistematiese en omvattende vaardighede in die beplanning en aanbieding van Engelse lesse en leerprogramme;</i> <i>demonstreer sistematiese en omvattende vaardighede in die interpretasie van voorgeskrewe departementele beleidsdokumente;</i> <i>demonstreer as opvoeder, gesofistikeerde bevoegdheid in die keuse van toepaslike leermateriaal en onderrigstrategieë vir die senior- en VOO-fase;</i> <i>demonstreer verfynde en verhoude waardes rakende die Engelse taalonderrigprofessie en toon verantwoordelikheid teenoor leerders in die gemeenskap.</i> Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: ENTL 511	Semester 2	NQF-level / NKR vlak: 7
Title: English as medium of instruction Titel: Engels as medium van instruksie		
On successful completion of this module the student should be able to demonstrate the following: - 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; and
- ability to prepare content subject lessons/specialisation subjects through medium of English.

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

- gedetailleerde kennis van Engels as onderrigmedium;
- vermoë om toepaslike metodes te evalueer, te kies en toe te pas om Engels oor die hele kurrikulum binne 'n gedefinieerde konteks te onderrig;
- vermoë om komplekse en nuwe inligting betroubaar en samehangend te verskaf, organiseer, aanbied en kommunikeer deur toepaslike akademiese en professionele diskoers in Engels te gebruik;
- vermoë om prestasie teen gegewe kriteria te evalueer, en sy of haar taakspeifieke leerbehoefes in 'n gegewe konteks akkuraat te identifiseer en aan te spreek;
- vermoë om verhoudings te vestig en in stand te hou om effektief in 'n span of groep te werk;
- vermoë om inhoudvaklesse/spesialiseringsvakke deur middel van Engels voor te berei.

Method delivery: Distance, Contact

Metode van aflewering: Afstand, Kontak

Module code / Modulekode: ETED 522	Semester 2	NQF level / NKR vlak: 7
Title: Electrical Technology Methodology <i>Titel: Elektriese Tegnologie Metodiek</i>		
On successful completion of this module the student should be able to: • demonstrate integrated knowledge with regard to the general field of electrical technology and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET- and FET phases; • demonstrate ability to critically implement the Curriculum and Assessment Policy Statement (CAPS) in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET- and FET phases; • behave in an ethically accountable manner in the workplace and also contribute to a safe work environment; • demonstrate integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risks to injury within the context of Electrical Technology as a school subject within the GET- and FET phases; and • demonstrate an ability to critically select and apply appropriate and subject specific teaching methodologies and strategies related to Electrical Technology in the GET- and FET phases.		
Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te doen: • demonstreer geïntegreerde kennis met betrekking tot die algemene veld van elektriese tegnologie met spesifieke insig in daardie aspekte wat van toepassing is op Elektriese Tegnologie as 'n skoolvak in die AOO- en VOO-fase; • demonstreer die vermoë om die Kurrikulum- en assesseringsbeleidsverklaring (KABV) krities toe te pas ten einde gekontekstuele elektriese-ingenieursweseprobleme wat verwant is aan die voorgeskrewe kurrikulum in die AOO- en VOO-fase, op te los; • tree op 'n eties verantwoordelike manier in die werksplek op en dra tot 'n veilige werksomgewing by; • demonstreer geïntegreerde kennis van en kom verantwoordelike gedrag na volgens die voorgeskrewe prosedure en maatreëls, wat veiligheid bevorder en moontlike risiko's vir besering binne die konteks van Elektriese Tegnologie as 'n skoolvak binne die AOO- en VOO-fase bevorder; en • demonstreer 'n vermoë om geskikte en vakspeifieke-onderrigmetodologieë en -strategieë wat aan Elektriese Tegnologie in die AOO- en VOO-fase verwant is, krities te kies en toe te pas.		
Method of delivery: Distance, Contact		
Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: GEOD 512	Semester 1	NQF level / NKR vlak: 7
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Title: Geography Methodology <i>Titel: Geografie Metodiek</i>
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and understanding of and an ability to apply and evaluate design and effective implementation of Geography learning experiences; - integrate theory and practical components with regard to curriculum development and act as a curriculum planner in Geography education; - detailed knowledge of the application of integrated critical skills to ensure that summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are effectively implemented; - integrated knowledge of the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography Department and personnel; - take full responsibility for own learning needs, monitoring of own learning progress and application of learning strategies and management of resources to successfully realize all the module outcomes of the module; and - act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, either in writing or orally. <i>Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:</i> <i>geïntegreerde kennis en begrip van en die vermoë om ontwerp te kies en te evalueer en Geografieleerondervinding effektief te implementeer;</i> <i>integreer teorie en praktiese komponente met betrekking tot kurrikulumontwikkeling en tree op as 'n beplanner van Geografie-onderdig;</i> <i>gedetailleerde kennis van die toepassing van geïntegreerde kritiese vaardighede om te verseker dat summatiewe – en formatiewe-deurlopende-assesseringsmetodes, -tegnieke en -eksaminering van Geografiekennis effektief geïmplementeer word;</i> <i>geïntegreerde kennis van die effektiewe bestuur en organiseer van 'n Geografieklasskamer, so wel as die bestuur en evaluering van die departement Geografie en die personeel;</i> <i>neem volle verantwoordelikheid vir eie leerbehoefte, monitering van eie leervordering en die toepassing van leerstrategieë, en die bestuur van hulpbronne om al die module-uitkomste suksesvol te bereik; en</i> <i>tree op 'n eties korrekte en waardegedrewe manier, binne alle operasionele omstandighede en vorms van kommunikasie, beide skriftelik of mondeling, op.</i> Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: HISD 512	Semester 1	NQF level / NKR vlak: 7
Title: History Methodology Titel: Geskiedenis Metodiek		
On successful completion of this module the student should be able to demonstrate:		
• an integrated knowledge and understanding and the ability to evaluate and apply key terms and concepts in the methodology of History teaching in the FET phase within the context of the Curriculum and Assessment Policy Statement (CAPS); • the ability to identify, select and critically evaluate and apply primary and secondary sources, teaching, learning and assessment strategies, LTSM's, approaches to examination and testing and to apply it in a History class; • the ability to practically plan, design and creatively present a History lesson; and • a reflection of all values of an ethical-professional nature and justifiable decision making in a multicultural History class appropriate to the context of the Manifest for Values, Education and Democracy.		
Na die suksesvolle voltooiing van hierdie module, moet die student in staat wees om die volgende te demonstreer:		
• geïntegreerde kennis en begrip en die vermoë om sleutel terme en -konsepte in die metodologie van Geskiedenisonderrig vir die VOO-fase, binne die konteks van die Kurrikulum- en assesseringsbeleidsverklaring (KABV) te evalueer en toe te pas; • die vermoë om primêre en sekondêre bronne, onderrig-, leer- en assessering strategieë. LOOM, eksamineringbenaderings en toetsing te identifiseer, te kies en krities te evalueer en om dit in die Geskiedenisklas toe te pas:		

die vermoë om 'n Geskiedenisles prakties te beplan, te ontwerp en kreatief aan te bied; en 'n weerspieëling van alle waardes van 'n eties professionele aard en regverdigde besluitneming in 'n multikulturele Geskiedenisklas, toepaslik tot die konteks van die Manifes van waardes, onderwys en demokrasie.
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: INTD 513	Semester 1	NQF level / NKR vlak: 7
Title: Information Technology Methodology Titel: Inligtingstegnologie Metodiek		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and understanding of relevant departmental policy documents as well as the curriculum and work schedules in applicable learning contexts ; - profound skills in the planning, preparation and presentation of both theoretical and practical lessons; - profound skills in applying teaching-learning strategies and appropriate assessment techniques, methods and instruments to enhance learners' self-directed learning in Information Technology education; - profound skills in Delphi regarding databases associated with programming, text files, procedures, functions, arrays and object-oriented programming; - the ability to critically evaluate and debate the profiles of successful Information Technology facilitators and learners, and make informed recommendations regarding the accommodation of learners with special needs in the Information Technology class; and - the ability to monitor the progress of own learning in this module and taking responsibility for attaining the outcomes. Na suksesvolle voltooiing van hierdie module, moet die student in staat te wees om die volgende te demonstreer: - geïntegreerde kennis en begrip van relevante departementele beleidsdokumente sowel as die kurrikulum en werkskedules in toepaslike leerkontekste; - diepgaande vaardighede in die beplanning, voorbereiding en aanbieding van beide teoretiese en praktiese lesse; - diepgaande vaardighede in die toepassing van onderrig- leerstrategieë en toepaslike assesseringstegnieke, -metodes en -instrumente om leerders se selfgerigte leer in Inligtingstegnologie-onderwys te verbeter; - diepgaande vaardighede in Delphi rakende databasisse wat verband hou met programmering, tekslêers, prosedures, funksies, skikings en objekgeoriënteerde programmering; - die vermoë om die profile van suksesvolle Inligtingstegnologie- fasiliteerders en leerders krities te evalueer en daaroor te debatteer, en ingeligte aanbevelings te maak rakende die akkommodering van leerders met spesiale behoeftes in die Inligtingstegnologie-klas; en - die vermoë om die vordering van eie leer in hierdie module te monitor en verantwoordelikheid te neem vir die bereiking van die uitkomst.		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: LABD 522	Semester 2	NQF level / NKR vlak: 7
Title: Economic Management Sciences Methodology Titel: Ekonomiese Bestuurswetenskappe Metodiek		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of EMS related teaching strategies, planning and assessment; and an understanding of how that knowledge relates to teaching EMS; - understanding of contested knowledge within the field of EMS and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge of the field of teaching EMS in the senior phase; - ability to identify, analyse, critically reflect on and address complex EMS-related problems; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;		

- reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of teaching EMS in the senior phase;
- accurate and coherent written and verbal communication assignments, this must be related to the practice-requirements of teaching EMS in the senior phase;
- management of a team, group, system and process in an unfamiliar context in order to solve EMS education problems, by monitoring the progress of the team, group and process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realise all outcomes of this module.

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

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

Method of delivery: Distance, Contact

Metodes van aflewering: Afstand, Kontak

Module code / Modulekode: LAND 522	Semester 2	NQF level / NKR vlak: 7
Title: Natural Sciences Methodology Titel: <i>Natuurwetenskappe Metodiek</i>		
On successful completion of this module the student should be able to demonstrate:		
• integrated knowledge and understanding of what the behaviour of a Natural Sciences teacher, teaching grade 8 and 9 Natural Science, encompasses and use the acquired knowledge while engaging in micro-teaching and work integrated learning to act as a reflective practitioner; • integrated knowledge of and engagement in indigenous knowledge to promote the contextual teaching of science; • from the perspective of a problem based learning approach and the scientific method an ability to critically interrogate multiple sources of knowledge, e.g. policy documents, learner textbooks and articles in Natural Sciences teaching to critically evaluate, review, select and/or design effective learning and assessment experiences and show an understanding of the complex nature of teaching; and • accurate, coherent, and reflective scientific written and verbal communication of the day-to-day activities of the Natural Sciences teacher.		
<i>Na voltooiing van die module moet die student in staat wees om:</i>		
• <i>geïntegreerde kennis en begrip van wat die gedrag van 'n Natuurwetenskappe onderwyser, wat graad 8 en 9 Natuurwetenskappe onderrig, omvat en gebruik die verworwe kennis tydens mikro-onderrig en werkgeïntegreerde leer om as 'n nadenkende praktisyn op te tree;</i> • <i>geïntegreerde kennis van en betrokkenheid in inheemse kennis om die kontekstuele onderrig van wetenskap te bevorder;</i> • <i>uit die oogpunt van 'n probleemgebaseerdeleerbenadering en die wetenskaplike metode, 'n vermoë om veelvuldige bronne van kennis krities te bestudeer, bv. beleidsdokumente, leerlinghandboeke en</i>		

<i>artikels oor die onderrig van Natuurwetenskappe, om effektiewe leer- en assesseringsondervinding krities te evalueer, te hersien en/of ontwerp en toon 'n begrip vir die komplekse aard van onderrig; en akkurate, samehangende en reflektiewe geskrewe en mondelinge kommunikasie van die dag-tot-dag aktiwiteite van 'n Natuurwetenskappe onderwyser.</i>
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: LASD 522	Semester 2	NQF level / NKR vlak: 7
Title: Social Science Methodology <i>Titel: Sosiale wetenskappe Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - an integrated knowledge and understanding and the ability to evaluate and apply key terms and concepts in the methodology of Social Sciences teaching in the senior phase within the context of the Curriculum and Assessment Policy Statement (CAPS); - the ability to identify, select and critically evaluate and also practically apply the source-based approach, ICT and different teaching approaches in the Social Sciences classroom; - the ability to select, evaluate and apply a range of different but appropriate lessons, learning experiences, worksheets, assessment rubrics, tests/examinations and memoranda regarding synoptic weather maps, topographical maps, aerial photos and the construction of graphs and diagrams applicable to the different grades in the senior phase of the Social Sciences; and - a reflection of values of an ethical-professional nature in a multicultural Social Sciences classroom and in the context of the Manifest for Values, Education and Democracy. <i>Na voltooiing van die module moet die student in staat wees om:</i> <i>'n geïntegreerde kennis en begrip en die vermoë om sleuteltermen en -konsepte in die metodologie van Sosialewetenskappe-onderrig in die seniorfase, binne die konteks van die Kurrikulum- en assesseringsbeleidsverklaring (KABV), te evalueer en toe te pas;</i> <i>die vermoë om die brongebaseerde benadering, IKT en die verskillende onderrigbenaderings in die Sosialewetenskappe klas te identifiseer, kies en krities te evalueer, asook praktiese toe te pas;</i> <i>die vermoë om 'n reeks verskillende, maar gepaste lesse, leerondervindings, werksblaaie, assesseringsrubrieke, toetse/eksamens en memorandums met betrekking tot sinoptiese weerkarte, lugfoto's en die konstruksie van grafieke en diagramme, toepaslik vir die verskillende grade in die Seniorfase van Sosialewetenskappe te kies, evalueer en toe te pas; en</i> <i>'n weerspieëling van die waardes van 'n eties professionele aard in 'n multikulturele Sosialewetenskappe klaskamer en in die konteks van die Manifest vir waardes, onderwys en demokrasie.</i>		
Method of delivery: Distance, Contact <i>Assesseringsmetodes: Afstand, Kontak</i>		

Module code / Modulekode: LIFD 512	Semester 1	NQF level / NKR vlak: 7
Title: Life Sciences Methodology <i>Titel: Lewenswetenskappe Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and understanding of what being a reflective Life Sciences teacher encompasses and to use the acquired knowledge while engaging in micro-teaching and work integrated learning, to act as a reflective practitioner; - from the perspective of an inquiry learning approach and the scientific method, an ability to critically review multiple sources of information, e.g. policy documents, learner textbooks and articles in Life Sciences teaching to critically evaluate, review, select and/or design effective learning and assessment experiences and show an understanding of the complex nature of teaching; and - accurate, coherent, and reflective scientific written and verbal communication of the day-to-day activities of the Life Sciences teacher. <i>Na voltooiing van die module moet die student in staat wees om:</i> <i>geïntegreerde kennis en begrip van wat 'n denkende Lewenswetenskappe-onderwyser omvat en om die aangeleerde kennis te gebruik terwyl hy/sy besig is met mikro-onderrig en werksgeïntegreerde leer, om as 'n denkende praktisyn op te tree;</i>		

• uit die gesigspunt van 'n ondersoekende-leerbenadering en 'n wetenskaplike metode, die vermoë om veelvuldige bronne van inligting, bv. beleidsdokumente, leerlinghandboeke en artikels oor Lewenswetenskappe-onderrig krities te evalueer, hersien en kies en/of ontwerp effektiewe leer- en assesseringsondervindinge, en wys 'n begrip vir die komplekse aard van onderrig; en • akkurate, samehangende en reflektiewe wetenskaplik geskrewe en verbale kommunikasie oor die dag-tot-dag aktiwiteite van 'n Lewenswetenskappe onderwyser.
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: LIFF 522	Semester 2	NQF level / NKR vlak: 7
Title: Life Skills for Educator <i>Titel: Lewensvaardighede vir onderwyser</i>		
On successful completion of this module the student should be able to: • demonstrate knowledge of issues relating to diversity, HIV/Aids, values and environmental education; • demonstrate understanding of appropriate skills, attitudes, and values to contribute and maintain a healthy environment; and • integrate HIV/Aids, diversity, values, and environmental education in the classroom. <i>Na voltooiing van die module moet die student in staat wees om:</i> • bewys te lewer van kennis oor kwessies met betrekking tot diversiteit, MIV/VIGS, waardes en omgewingsonderrig; • bewys te lewer van die begrip van gepaste vaardighede, houdings en waardes om tot 'n gesonde omgewing by te dra en dit te onderhou; en • MIV/VIGS, diversiteit, waardes en omgewingsonderrig in die klaskamer te integreer.		
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>		

Module code / Modulekode: LLOD 512	Semester 1	NQF level / NKR vlak: 7
Title: Life Orientation Methodology <i>Titel: Lewensoriëntering Metodiek</i>		
On successful completion of this module the student should be able to: • demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the six themes of Life Orientation in the FET phase; • demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the FET phase; • demonstrate the ability to attained knowledge to solve unfamiliar, concrete, and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning; and • act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the FET phase. <i>Na voltooiing van die module moet die student in staat wees om:</i> • bewys te lewer van 'n omvattende en stelselmatige kennisbasis van die terminologie, reëls, konsepte, beginsels, teorieë, metodes en strategieë met betrekking tot die aanbied van die ses temas in Lewensoriëntering in die VOO-fase; • bewys te lewer van 'n vermoë om noodsaaklike teorieë, tekste, metodes en strategieë met betrekking tot die aanbieding van Lewensoriëntering in die VOO-fase te interpreteer, te omskep, evalueer en toe te pas; • bewys te lewer van die vermoë om kennis te ontwikkel om onbekende, konkrete en abstrakte probleme met betrekking tot die beplanning en implementering van Lewensoriënteringleerprogramme vir die VOO-fase op te los, deur gebruik te maak van gepaste tegnologiese vaardighede en bewys te lewer van die teoretiese onderbou; en • tree eties verantwoordelik en waardegedrewe op in alle omstandighede en vorms van kommunikasie, skriftelik sowel as mondeling, wat met die beplanning en aanbied van Lewensoriëntering in die VOO-fase verband hou.		

Method of delivery: Distance, Contact
 Metodes van aflewering: Afstand, Kontak

Module code / Modulekode: LLOD 522	Semester 2	NQF level / NKR vlak: 7
Title: Life Orientation Methodology Titel: Lewensoriëntering Metodiek		
On successful completion of this module the student should be able to: • demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the six themes of Life Orientation in the Senior phase; • demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior phase; • demonstrate the ability to apply attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning; and • act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Senior phase. Na voltooiing van die module moet die student in staat wees om: • bewys te lewer van 'n omvattende en sistematiese kennisbasis van die terminologieë, reëls, konsepte, beginsels, teorieë, metodes en strategieë met betrekking tot die aanbieding van die ses temas van Lewensoriëntering in die Seniorfase; • bewys te lewer van die vermoë om noodsaaklike teorieë, tekste, metodes en strategieë met betrekking tot die aanbieding van Lewensoriëntering in die Seniorfase, te interpreteer, te omskep, evalueer en toe te pas; • bewys te lewer van die vermoë om verworwe kennis toe te pas om onbekende, konkrete probleme met betrekking tot die beplanning en implementering van leerprogramme vir Lewensoriëntering in die Seniorfase, op te los, deur van gepaste tegnologiese vaardighede en bewyse van die teoretiese onderbou gebruik te maak en • eties- en waardegedrewe-optrede onder alle omstandighede en in alle vorms van kommunikasie, skriftelik sowel as mondeling, wat verband hou met die beplanning en aanbieding van Lewensoriëntering in die Seniorfase.		
Method of delivery: Distance, Contact Metodes van aflewering: Afstand, Kontak		

Module code / Modulekode: MATD 512	Semester 1	NQF level / NKR vlak: 7
Title: Mathematics Methodology Titel: Wiskunde Metodiek		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge with respect to: ➢ the learning and teaching of mathematics; and ➢ assessment of, and for the learning of mathematics; • the ability to use technology effectively in the learning and teaching of mathematics • the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of mathematics; • the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module. Na voltooiing van hierdie module behoort jy grondige kennis, begrip en vaardigheid te demonstreer ten opsigte van die beplanning van kragtige onderrig- en leerleenthede in die wiskunde klaskamer, met spesifieke verwysing na die volgende: • geïntegreerde kennis met betrekking tot: ➢ die onderrig en leer van wiskunde; en ➢ die assessering van en die leer van wiskunde; • die vermoë om tegnologie effektief in die onderrig en leer van wiskunde te gebruik;		

• <i>die vermoë om effektief as individu en ook gesamentlik te funksioneer om toepaslike, lewensgetroue aktiwiteite te ontwikkel deur gebruik te maak van 'n verskeidenheid hulpbronne, sodat betekenisvolle leer van wiskunde kan plaasvind; en</i> • <i>die vermoë om die vordering van die ontwikkeling van aktiwiteite te fasiliteer en om die verantwoordelikheid vir die uitkomst van hierdie module te neem.</i>
Method of delivery: Distance, Contact <i>Metode van aflewering; Afstand, Kontak</i>

Module code/ Modulekode: MATD 522	Semester 2	NQF level / NKR vlak: 7
Title: Mathematics Methodology <i>Titel: Wiskunde Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge, informed understanding and engagement with respect to the content and structure of the Mathematics and Mathematical Literacy Curricula applicable to the Senior- and FET phases respectively; • integrated knowledge and skills with respect to the teaching of mathematics in multilingual classrooms; • the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of mathematics; and • the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module. <i>Na voltooiing van die module moet die student in staat wees om die volgende te demonstree:</i> • <i>geïntegreerde kennis, ingeligte begrip en verbintenis met betrekking tot die inhoud en struktuur van Wiskunde en Wiskunde geletterdheid van toepassing op die Senior -en VOO-fase onderskeidelik;</i> • <i>geïntegreerde kennis en vaardigheid met betrekking tot die onderrig van wiskunde in multikulturele klaskamers;</i> • <i>die vermoë om effektief as individu en gesamentlik op te tree om gepaste of lewensgetroue aktiwiteite te ontwerp deur gebruik te maak van 'n verskeidenheid hulpbronne om betekenisvolle leer van wiskunde te fasiliteer; en</i> • <i>die vermoë om die vordering van die ontwerp van aktiwiteite te monitor en die neem van verantwoordelikheid vir die uitkomst van hierdie module.</i>		
Method of delivery: Distance, Contact <i>Metode van aflewering; Afstand, Kontak</i>		

Module code / Modulekode: MBLO 521	Semester 2	NQF level / NKR vlak: 7
Title: Managing barriers to learning <i>Titel: Bestuur van hindernisse in leer</i>		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge and informed understanding of different categories of barriers to learning; • ability to distinguish and classify the different categories of barriers to learning; • integrated knowledge and informed understanding with regard to learners experiencing multiple categories of barriers to learning; • integrated knowledge and informed understanding regarding the general learning support and collaboration process; • ability to select, evaluate and apply appropriate learning support and collaboration processes for learners experiencing barriers to learning; • detailed knowledge and skills regarding curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience barriers to learning; and • actions in accordance with ethical and professional behaviour with regard to barriers to learning. <i>Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstree:</i> • <i>geïntegreerde kennis en ingeligte begrip van die verskillende kategorieë van leer hindernisse;</i> • <i>die vermoë om die verskillende kategorieë leer hindernisse te onderskei en te klassifiseer;</i> • <i>geïntegreerde kennis en ingeligte begrip met betrekking tot die veelvuldige kategorieë leer hindernisse wat leerlinge ervaar;</i>		

• <i>geïntegreerde kennis en ingeligte begrip ten opsigte van die algemene leerondersteuning en die samewerkingsproses;</i> • <i>die vermoë om gepaste leerondersteuning en samewerkingsprosesse vir leerlinge met leer hindernisse te kies, evalueer en toe te pas;</i> • <i>gedetailleerde kennis en vaardighede ten opsigte van kurrikulumverandering en -aanpassing in enige klaskamer vir leerders met leer hindernisse se uiteenlopende leerbehoefes; en</i> • <i>aksies in ooreenstemming met etiese en professionele gedrag met betrekking tot leer hindernisse.</i>
Method of delivery: Distance, Contact Metodes van aflewering: Afstand, Kontak

Module code / Modulekode: MSVD 512	Semester 1	NQF level / NKR vlak: 7
Title: Music Methodology Titel: Musiek Metodiek		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the didactic principles concerning the facilitation of the following broad topics in Music (Gr 10-12): music performance and improvisation (individually and in ensembles); music literacy and general music knowledge and analysis; • the ability to select and independently evaluate and create different lesson plans; and evaluate and apply a range of different but appropriate assessment practices in Music in the Further Education and Training phase; • The ability to identify, analyse, critically reflect on and address complex and/or real world problems by applying practical teaching skills during micro-lessons and practical teaching in Music in the Further Education and Training phase; • The ability to evaluate all opinions from your own well-established worldview while teaching Music (Gr 10-12) during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context; and • management of learning, in respect of which a learner is able to demonstrate an ability to identify, evaluate and address musical processes in unfamiliar and variable music didactical contexts, recognising that problem solving is context- and system-bound and does not occur in isolation.		
<i>Na voltooiing van die module moet die student in staat wees om:</i> • <i>geïntegreerde kennis en begrip van, sowel as die vermoë om die didaktiese beginsels met betrekking tot die fasilitering van die volgende breë onderwerpe in Musiek (Gr. 10 – 12), korrek te evalueer en toe te pas: musiekopvoering en improvisasie (individueel en in 'n samespel); musiekgeletterheid en algemene musiekkennis en -analise;</i> • <i>die vermoë om verskillende lesplanne te kies en onafhanklik te evalueer en te skep; en die vermoë om verskillende lesplanne te evalueer en om 'n reeks van verskillende, maar toepaslike assesseringspraktyke in Musiek vir die Verdere Onderwys en Opleidingsfase toe te pas;</i> • <i>die vermoë om komplekse en/leuensgetroue probleme te identifiseer, analiseer, krities oor na te dink en aan te spreek deur die toepassing van praktiese onderrigvaardighede tydens mikro-lesse en praktiese onderrig in Musiek in die Verdere Onderwys en Opleidingsfase;</i> • <i>die vermoë om alle menings van jou eie goedgevestigde wêreldbeskouing te evalueer terwyl die onderrig van Musiek (Gr. 10 – 12) gedurende mikro-lesse en praktiese onderrig plaasvind en bewus wees van sosiale en etiese implikasies vir die toepassing van kennis binne 'n bepaalde konteks; en</i> • <i>die bestuur van leer, ten opsigte waarvan 'n leerling daartoe in staat is om musikale prosesse binne onbekende en veranderlike didaktiese kontekste vir musiek te identifiseer, evalueer en aan te spreek, met herkening dat probleemoplossing konteks- en stelselgebonde is en nie in isolasie plaasvind nie.</i>		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: MTED 522	Semester 2	NQF level / NKR vlak: 7
Title: Mechanical Technology Methodology Titel: Meganiese Tegnologie Metodiek		
On successful completion of this module the student should be able to demonstrate:		

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

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

- *geïntegreerde kennis en begrip teenoor die inhoud, beginsels, algemene en spesifieke doelwitte van die Kurrikulum- en assesseringsbeleidsverklaring (“KABV”) vir Meganiese Tegnologie;*
- *die vermoë om kurrikulumuitkomst krities te interpreteer ten einde Meganiese Tegnologie te bevorder;*
- *die vermoë om verskillende eienskappe van ’n Meganiese Tegnologie-onderwyser en -leerling te kies, evalueer en vir gebruik in die skoolpraktyk toe te pas;*
- *geïntegreerde kennis en skakeling met verwysing na die plek, invloed en die rol van Meganiese Tegnologie;*
- *die interpretasie en ’n grondige vakkennis van die inhoud van die KABV-dokument en integrasie om te verseker dat pedagogiese vakkennis ontwikkel;*
- *’n begrip van die inhoud en die integrasie van die tegnologiese prosesse in die klaskamerpraktyk, -teorie en praktiese werk;*
- *die goeie beplanning van assessering soos voorgeskryf in die KABV-dokument;*
- *deeglike beplanning en assessering van praktiese assesseringstake; en*
- *die vermoë om ’n Meganiese Tegnologiese werkwinkel te beplan, bestuur en in stand te hou en om veiligheid en organisasie te ontwikkel.*

Method of delivery: Distance, Contact

Metode van aflewering: Afstand, Kontak

Module code / Modulekode: MUSI 511	Semester 1	NQF level / NKR vlak: 5
Title: Introduction to Music in the senior phase <i>Titel: Inleiding tot Musiek in die seniorfase</i>		
On successful completion of this module the student should be able to demonstrate: • knowledge and informed understanding of various music concepts; • the ability to select, analyse and plan music activities focused on singing, movement, listening, instrumental playing and improvisation to facilitate active music engagement in the Senior phase; • the ability to distinguish, evaluate and solve routine or new musical teaching problems in familiar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners; • the ability to communicate the music concepts verbally or in writing, via different technologies and media including sound recordings, video recordings and PowerPoint, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and • management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against 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.		
<i>Na voltooiing van die module moet die student in staat wees tot:</i> • <i>kennis en ingeligte begrip van musiekkonsepte te demonstreer;</i>		

• <i>musiekaktiwiteit te kies, ontleed en beplan wat gefokus is op sang, beweging, luister, instrumentale spel en improvisasie om aktiewe musiekbetrokkenheid in die Seniorfase te fasiliteer;</i> • <i>die vermoë om roetine- of nuwe musikale onderrigprobleme in bekende kontekste te onderskei, te evalueer en op te los en om die oplossings toe te pas tydens die beplanning van musiekaktiwiteite en musiekklesse in die senior fase om die musikale vaardighede en kreatiwiteit van skoolleerders te ontwikkel;</i> • <i>verbaal en op skrif oor musiekkonsepte te kommunikeer, asook deur die gebruik van verskeie tegnologiese toepassings insluitend klankopnames, video-opnames en PowerPoint met begrip vir kopiëring en plagiaat; en</i> • <i>leer te bestuur deur kritiese besinning oor musiekkuitvoering om persoonlike leerbehoefes te identifiseer en verantwoordelikheid daarvoor te aanvaar terwyl ook ondersteuning vir die leerbehoefes van ander te verskaf.</i>
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: MUSI 521	Semester 2	NQF level / NKR vlak: 6
Title: Didactics of Music in the senior phase <i>Titel: Didaktiek van Musiek in die seniorfase</i>		
On successful completion of this module the student should be able to demonstrate: • detailed knowledge and informed understanding of music concepts; • the ability to create and compose rhythms and melodies and perform it by means of singing, non-melodic instruments and melodic instruments; • the ability to plan activities facilitating music concepts in a way that applies principles of experiential learning, problem-based learning, social constructivism and which are culturally responsive; • the ability to distinguish, evaluate and solve musical teaching problems in unfamiliar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners; • the ability to act as a group member and a group leader and contribute appropriate information to successfully complete tasks in music performance, measuring the success of the task completion against given criteria and taking responsibility for learning progress and outcomes realization of the group; and • management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against 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. <i>Na voltooiing van die module moet die student in staat wees tot:</i> • <i>kennis en grondige begrip van musiekbegrippe te demonstreer;</i> • <i>ritmes en melodieë te skep, saam te stel en uit te voer deur middel van sang, nie-melodiese en melodiese instrumente;</i> • <i>aktiwiteite te beplan wat musiekkonsepte op so 'n wyse te fasiliteer wat beginsels van ervaringsleer, probleemgebaseerde leer, sosiale konstruktivisme toepas en wat kultureer aanpasbaar is;</i> • <i>die vermoë om musikale onderrigprobleme in onbekende kontekste te onderskei, te evalueer en op te los en die oplossings toe te pas tydens die beplanning van musiekaktiwiteite en musiekklesse in die seniorfase ten einde die musikale vaardighede en kreatiwiteit van skoolleerders te ontwikkel;</i> • <i>die vermoë om as 'n groepslid en 'n groepleier op te tree en toepaslike inligting by te dra om take in musiekprestasie suksesvol te voltooi, die sukses van die taakuitvoering teen gegewe kriteria te meet en verantwoordelikheid te neem vir die leerproses en uitkomsterealisering van die groep;</i> • <i>die vermoë om leer te bestuur, ten opsigte waarvan 'n leerder in staat is om die vermoë te demonstreer om musiekprestasies teen 'n gegewe kriteria te evalueer en sy / haar taakspesifieke leerbehoefes akkuraat te identifiseer en aan te spreek in 'n praktiese musikale konteks en om ondersteuning vir ander se leerbehoefes te kan bied.</i>		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		

Module code / Modulekode: PESP 511	Semester 1	NQF level / NKR vlak: 7
Title: Physical Education and Sport Management Methodology <i>Titel: Liggaamlike opvoeding en Sportbestuur Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of physical fitness, sport skill analysis and teaching, modified sport games and assessment to the presentation of movement activities and lessons within the field of Physical Education; - ability to identify, analyse, critically reflect on physical fitness and sport skill analysis, teaching sport skills, modified sport games and assessment, and address complex and apply practice-driven solutions within the presentation of physical fitness activities and sport skills, as well as the assessment of physical abilities within Physical Education, with theory-driven arguments; - reflection of all values, ethical conduct and justifiable decision making regarding the presentation of physical fitness, sport skills, sport games and assessment, appropriate to the practice of Physical Education; - management of a group of co-students or Senior-/FET phase learners in an unfamiliar context in order to solve a contextual problem, i.e. physical fitness, sport skills and assessment of physical abilities, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and - take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.		
<i>Na voltooiing van die module moet die student in staat wees tot:</i> <i>geïntegreerde kennis en begrip van, sowel as die vermoë om terminologieë, konsepte, beginsels en teorieë oor fisiese fiksheid, die analiseer van sportvaardighede en -onderrig, aangepaste sportsoorte en assessering, tot die aanbod van bewegingsaktiwiteite en lesse binne die Liggaamlike-opvoedingsveld, korrek te evalueer en toe te pas;</i> <i>die vermoë om liggaamlike fiksheid en sport-analiserings vaardighede, die onderrig van sportvaardighede, die aanpassing van sportsoorte en assessering te identifiseer, analiseer en krities op te reflekteer, asook om komplekse, praktykgedrewe-oplossings binne die aanbod van liggaamlike fiksheidsaktiwiteite en sportvaardighede, so wel as die assessering van liggaamlike vermoëns binne Liggaamlike opvoeding, met teoriegedrewe-argumente aan te spreek;</i> <i>weerspieël alle waardes, etiese gedrag en verdedigbare besluitneming met betrekking tot die aanbod van liggaamlike fiksheid, sportvaardighede, sportsoorte en assessering, toepaslik tot die Liggaamlike opvoedingspraktyk;</i> <i>die bestuur van 'n groep medestudente of Senior-/VOO-fase leerlinge binne 'n onbekende konteks om 'n kontekstuele probleem, bv. liggaamlike fiksheid, sportvaardighede en assessering van liggaamlike vermoëns op te los, die monitor van die vordering van die groep en om verantwoordelikheid vir die taakuitkomst te neem en gepaste hulpmiddele aan te wend; en</i> <i>neem volle verantwoordelikheid vir eie leerbehoefes, monitor eie leervordering en pas alle gepaste leerstrategieë toe en bestuur alle hulpmiddele sodat alle uitkomst in hierdie module suksesvol behaal word.</i>		
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>		

Module code / Modulekode: PESP 521	Semester 2	NQF level / NKR vlak: 7
Title: Physical Education and Sport Management Methodology <i>Titel: Liggaamlike opvoeding en Sportbestuur Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes to the presentation of movement activities and lessons within the field of Physical Education; - ability to identify, analyse, critically reflect on recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes and address complex		

and apply practice-driven solutions within the presentation of recreational movement and adapted physical activities, with theory-driven arguments; • reflection of all values, ethical conduct and justifiable decision making regarding the presentation of recreational and adapted movement activities, appropriate to the practice of Physical Education; • management of a group of co-students or Senior-/FET phase learners in an unfamiliar context in order to solve a contextual problem, i.e. recreational movement activities, adapted Physical Education and the management of sport and Physical Education programmes, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and • take full responsibility for own learning needs, monitoring of own learning progress and application of the relevant learning strategies and management of all resources to successfully realize all outcomes of this module. <i>Na voltooiing van die module moet die student in staat wees tot:</i> • <i>geïntegreerde kennis en begrip van, so wel as die vermoë om, die terminologieë, konsepte, beginsels en die teorieë van ontspanningsbewegingsaktiwiteite en aangepaste Liggaamlike opvoeding, die bestuur van sport- en Liggaamlike opvoedingsprogramme, tot die aanbod van bewegingsaktiwiteite en -lesse binne die Liggaamlike-opvoedingsveld, korrek te evalueer en toe te pas;</i> • <i>die vermoë om ontspanningsbewegingsaktiwiteite, aangepaste Liggaamlike opvoeding en die bestuur van sport- en Liggaamlike opvoedingsprogramme te identifiseer, analiseer en krities op te reflekteer en spreek komplekse – en praktykgedrewe-oplossing aan en pas dit toe binne die aanbod van die ontspanningsaktiwiteite en aangepaste liggaamlike aktiwiteite met teoriegedrewe-argumente;</i> • <i>reflekteer oor alle waardes, etiese gedrag en geregverdigde besluitneming met betrekking tot die aanbod van ontspannende en aangepaste bewegingsaktiwiteite, toepaslik vir die Liggaamlike opvoedingspraktyk;</i> • <i>die bestuur van 'n groep medestudente of Senior-/VOO-fase leerlinge binne 'n onbekende konteks sodat 'n kontekstuele probleem, bv. ontspanningsbewegingsaktiwiteite, aangepaste Liggaamlike opvoeding en die bestuur van sport- en Liggaamlike opvoedingsprogramme, opgelos kan word, die monitor van die vordering van die groep en die neem van die verantwoordelikheid vir taakuitkomste en die toepassing van geskikte hulpbronne waar nodig; en</i> • <i>die neem van volle verantwoordelikheid vir eie leerbehoefes, die monitor van eie leervordering en die toepassing van die gepaste leerstrategieë en die bestuur van alle hulpbronne sodat alle uitkomste in hierdie module suksesvol voltooi kan word.</i> Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: PHSD 512	Semester 1	NQF level / NKR vlak: 7
Title: Physical Sciences Methodology <i>Titel: Fisiese Wetenskappe Metodiek</i> On successful completion of this module the student should be able to demonstrate: • integrated knowledge, understanding and skills of, as well as an ability to correctly evaluate and apply Physics and Chemistry concepts, principles, and theories to different areas of specialization in practical work within the field of FET Physical Science, and an understanding of how that knowledge relates to other fields or practices within other disciplines with a view to a holistic perspective; • management of process skills in an unfamiliar context in order to solve a contextual problem (e.g. in everyday life and/or industry), monitoring the progress of the learners and taking responsibility for task outcomes and application of appropriate resources; • ability to select, evaluate and apply a range of different but appropriate learning theories and scientific methods of inquiry in practical work and action research to do focused research and resolve problems that will effect change within practice; and • ability to identify, analyse, critically reflect on and address misconceptions in Physical Science and apply remedial strategies to effect conceptual change. <i>Na voltooiing van die module moet die student in staat wees tot:</i> • <i>geïntegreerde kennis, begrip en vaardighede van, sowel as die vermoë om Fisika – en Chemie konsepte, beginsels en teorieë korrek te evalueer en in verskillende areas van spesialisering in praktiese werk binne die veld van Fisika en Chemie in die VOO fase toe te pas, en 'n begrip van hoe daardie kennis verwant is aan ander velde of praktyke binne ander dissiplines met die oog op 'n holistiese perspektief;</i>		

• die bestuur van prosesvaardighede in 'n onbekende konteks ten einde 'n kontekstuele probleem (bv. daaglikse bestaan en/of die industrie) op te los, monitor die vordering van leerlinge en neem verantwoordelikheid vir taakuitkomst en die toepassing van geskikte hulpbronne; • die vermoë om 'n reeks verskillende, maar geskikte leerteorieë en wetenskaplike metodes van ondersoek in praktiese werk te kies, evalueer en toe te pas, en aksienavorsing om gefokusde navorsing te doen en probleme op te los wat verandering binne die praktyk te weeg sal bring; en • die vermoë om wanopvattinge in Fisiese Wetenskappe te identifiseer, analiseer, krities te beskou en aan te spreek en om remediërende strategieë aan te wend om konseptuele veranderinge te weeg te bring.
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: RSVD 512¹⁷	Semester 1	NQF level / NKR vlak: 7
Title: Religion studies Methodology Titel: Religiestudies Metodiek		
On successful completion of this module the student should be able to demonstrate: • demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of themes Religion Studies in the FET phase; • demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Religion Studies in the FET phase; • demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Religion Studies learning programmes for the FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning; • act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Religion Studies in the FET phase.		
Na voltooiing van die module moet die student in staat wees om: • 'n omvattende en sistematiese kennisbasis van die terminologieë, reëls, konsepte, beginsels, teorieë, metodes en strategieë met betrekking tot die aanbod van temas in Religiestudies in die VOO-fase, te toon; • die vermoë om noodsaaklike teorieë, tekste, metodes en strategieë met betrekking tot die aanbod van Religiestudies vir die VOO-fase, te interpreteer, omskep, evalueer en toe te pas; • die vermoë om kennis te verwerf om onbekende, konkrete en abstrakte probleme met betrekking tot die beplanning en implementering van Religiestudie leerprogramme vir die VOO-fase op te los deur gebruik te maak van geskikte tegnologiese vaardighede en bewys te lewer van die teoretiese onderbou; en • eties verantwoordelik en waardegedrewe op te tree in alle omstandighede en in alle vorme van kommunikasie, skriftelik sowel as mondeling, wat verband hou met die beplanning en aanbod van Religiestudies in die VOO-fase.		
Method of delivery: Metode van aflewering:		

Module code / Modulekode: SECF 521	Semester 2	NQF level / NKR vlak: 6
Title: Language of Conversational Competence Setswana Titel: Kommunikasie vir Opvoedkunde: Setswana		
On successful completion of this module the student should be able to demonstrate: • functional knowledge of grammatical structures of Setswana; • a functional vocabulary for basic interpersonal communication; • individual elementary listening and writing skills in Setswana; • knowledge of Batswana culture		
Na voltooiing van die module moet die student in staat wees tot:		

¹⁷ This module will not be offered in 2024. / Die module word nie in 2024 aangebied nie.

• funksionele kennis van die taalstrukture van Setswana; • 'n funksionele woordeskat vir basiese interpersoonlike kommunikasie; • individuele elementêre luister- en skryfvaardighede in Setswana • kennis van die Batswana-kultuur
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: SEMD 512	Semester 1	NQF level/NKR vlak: 7
Title: Setswana Methodology (Home Language) <i>Titel: Setswana Metodiek (Huistaal)</i>		
On successful completion of this module the student should be able to demonstrate: • detailed knowledge and an understanding of and the ability to apply the range of methods, activities and techniques and approaches in teaching of literature; • the ability to apply literary theories in the language classroom in analysing the literary texts and multicultural texts; • detailed knowledge and an informed understanding of integrating teaching and literary theories in the classroom; • integrated knowledge and critical evaluation of research in Setswana literature; • the ability to link instruction and assessment in a literature classroom; • detailed knowledge and an informed understanding of different methods, techniques and tools of assessing literature and writing; • detailed knowledge and an understanding of how to interpret the literature curriculum according to the CAPS document; • detailed knowledge of how to improve and develop language skills; • the ability to select and evaluate literary texts for the Sr-/FET phases; and • design a literature lesson plan and integrating language skills in the plan.		
<i>Na suksessvolle voltooiing van hierdie module moet die student in staat wees tot:</i> • gedetailleerde kennis en begrip van en die vermoë om die verskeidenheid metodes, aktiwiteite en tegnieke en benaderings in die onderrig van literatuur toe te pas; • die vermoë om literêre teorieë in die taalklassamer toe te pas by die analise van literêre tekste en multikulturele tekste; • gedetailleerde kennis en 'n ingeligte begrip van die integrasie van onderrig- en literêre teorieë in die klaskamer; • geïntegreerde kennis en kritiese evaluering van navorsing in Setswana-literatuur; • die vermoë om onderrig en assessering in 'n literatuurklaskamer te koppel; • gedetailleerde kennis en 'n ingeligte begrip van verskillende metodes, tegnieke en instrumente om literatuur en skryfwerk te assesser; • gedetailleerde kennis en begrip van die interpretasie van die literatuurkurrikulum volgens die CAPS-dokument; • gedetailleerde kennis van hoe om taalvaardighede te verbeter en te ontwikkel; • die vermoë om literêre tekste vir die Sr- / FET-fases te selekteer en te evalueer; en • 'n literatuurlesplan te ontwerp en taalvaardighede in die plan te integreer.		
Methods of delivery: Distance, Contact <i>Metodes van aflewering: Afstand, Kontak</i>		

Module code / Modulekode: SEMD 522	Semester 2	NQF level/NKR vlak: 7
Title: Setswana Methodology (Home Language) <i>Titel: Setswana Metodiek (Huistaal)</i>		
On successful completion of this module the student should be able to demonstrate: • detailed knowledge and an understanding of and the ability to apply the range of methods, activities and techniques and approaches in the teaching of a language; • the ability to apply linguistic theories in the language classroom; • detailed knowledge and an informed understanding of integrating teaching and linguistic theories in the classroom;		

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

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

- *gedetailleerde kennis en begrip van en die vermoë om die verskeidenheid metodes, aktiwiteite en tegnieke en benaderings toe te pas in die onderrig van 'n taal;*
- *die vermoë om taalkundige teorieë in die taalklaskamer toe te pas;*
- *gedetailleerde kennis en 'n ingeligte begrip van die integrasie van onderrig- en taalteorieë in die klaskamer;*
- *geïntegreerde kennis en kritiese evaluering van navorsing in die Setswana-taal;*
- *die vermoë om onderrig en assessering in 'n taalklaskamer te koppel;*
- *gedetailleerde kennis en 'n ingeligte begrip van verskillende metodes, tegnieke en instrumente om taal te assesseer;*
- *gedetailleerde kennis en begrip van die interpretasie van die taalkurrikulum volgens CAPS-dokument;*
- *gedetailleerde kennis van hoe om taalvaardighede te verbeter en te ontwikkel*
- *die vermoë om literêre tekste vir Sr- / FET-fases te selekteer en te evalueer;*
- *die vermoë om taal deur middel van literatuur te onderrig; en*
- *ontwerp 'n taallesplan en die integrering van taalvaardighede in die plan.*

Methods of delivery: Distance, Contact

Metode van aflewering: Afstand, Kontak

Module code / Modulekode: SEND 512	Semester 1	NQF level / NKR vlak: 7
Title: Setswana Methodology (First Additional Language) Titel: Setswana Metodiek (Eerste Addisionele Taal)		
On successful completion of this module the student should be able to demonstrate: • thorough knowledge of typical language classroom practices, the choice of appropriate texts and compiling teaching materials for effective facilitation of learning in grades 7-12 regarding Setswana 2nd Additional Language; • the ability to interpret the national curriculum in depth and implement the composition of theme-based and integrated lessons with a focus on the development of listening, speaking, reading and viewing skills in the Senior- and FET phase; • the ability to evaluate relevant language teaching and acquisition theories critically and to apply it for the development of appropriate learning materials and to deal with various aspects of language teaching practice in micro-teaching sessions and within the WIL period; and • comprehensive integrated knowledge and skills in Setswana 2nd Additional Language effective for grade 7-12 students to offer and to function successfully in the classroom environment.		
Na voltooiing van die module moet die student in staat wees tot: • <i>deeglike kennis van die tipiese taalpraktyk in die klaskamer, die kies van gepaste tekste en die samestelling van onderrigmateriaal vir die effektiewe fasilitering van leer in graad 7 – 12 vir Setswana Tweede Addisionele Taal;</i> • <i>die vermoë om die nasionale kurrikulum in diepte te interpreteer en om die teksgebaseerde en geïntegreerde lesse, met die fokus op luister-, praat-, lees- en kykvaardighede in die Senior – en VOO-fase, te implementeer;</i> • <i>die vermoë om geskikte taalonderrig en -verwerwingsteorieë krities te evalueer en toe te pas vir die ontwikkeling van geskikte leermateriaal en om verskeie aspekte van die taalonderrigpraktyke in mikro-sessies en binne die WIL-periode, toe te pas; en</i> • <i>omvattende geïntegreerde kennis en vaardighede om Setswana Tweede Addisionele Taal effektief vir graad 7 – 12 leerlinge aan te bied en om suksesvol binne die klaskameropset te funksioneer.</i>		

Method of delivery: Distance, Contact
 Metodes van aflewering: Afstand, Kontak

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

Module code / Modulekode: SSMD 512	Semester 1	NQF level/NKR vlak: 7
Title: Sesotho Methodology (Home Language) Titel: Sesotho Metodiek (Huistaal)		
On successful completion of the module the student will demonstrate: - the ability to evaluate and verify information from scientific evidence based on the language skills; - the ability to plan and execute lessons regarding the annual teaching plan with appropriate subject methodology; - the ability to assess all learners in a classroom while working with whole class/group/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels. - it aims to equip the students with the skills and methods of recording and feedback. - the ability to address all the policies and documents based on Sesotho language. - this module further aims to equip the student with the knowledge, skills and values required to effectively fulfil the role as a language educator. <i>Na voltooiing van module moet die student in staat wees om:</i> - die vermoë om inligting uit wetenskaplike bewyse op grond van die taalvaardighede te evalueer en te verifieer; - die vermoë om lesse rakende die jaarlikse onderrigplan met toepaslike vakmetodologie te beplan en uit te voer;		

• <i>die vermoë om alle leerders in 'n klaskamer te assesseer terwyl hulle met die hele klas / groep / individuele leerders werk, asook om metodes en aktiwiteite te kies en te implementeer wat relevant is vir leerders wat op verskeie onderrigvlakke presteer.</i> • <i>dit is daarop gemik om die studente toe te rus met die vaardighede en metodes van opname en terugvoer.</i> • <i>die vermoë om al die beleide en dokumente gebaseer op Sesotho-taal aan te spreek.</i> • <i>hierdie module het ook ten doel om die student toe te rus met die kennis, vaardighede en waardes wat nodig is om die rol as taalopvoeder effektief te vervul.</i> <i>Method of delivery: Contact</i> <i>Metode van aflewering: Kontak</i>

Module code / Modulekode: SSMD 522	Semester 2	NQF level/NKR vlak: 7
Title: Sesotho Methodology (Home Language) Titel: <i>Sesotho Metodiek (Huistaal)</i>		
On successful completion of this module the student should be able to demonstrate: - the ability to evaluate and verify information from scientific evidence based on the language skills, - the ability to plan and execute lessons regarding the annual teaching plan with appropriate subject methodology, - the ability to assess all learners in a classroom while working with whole class/group/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels, - the skills and methods of recording and feedback, - the ability to address all the policies and documents based on Sesotho language, - the knowledge, skills and values required to effectively fulfil the role as a language educator.		
<i>Na suksesvolle voltooiing van hierdie module behoort die student te kan demonstree:</i> - die vermoë om inligting uit wetenskaplike bewyse te evalueer en te verifieer op grond van die taalvaardigheid, - die vermoë om lesse rakende die jaarlikse onderrigplan met toepaslike vakmetodologie te beplan en uit te voer, - die vermoë om alle leerders in 'n klaskamer te assesser terwyl hulle met die hele klas / groep / individuele leerders werk, asook om metodes en aktiwiteite te kies en te implementeer wat relevant is vir leerders wat op verskeie onderrigvlakke presteer, - die vaardighede en metodes van opname en terugvoering, - die vermoë om al die beleide en dokumente gebaseer op die Sesotho-taal aan te spreek, - die kennis, vaardighede en waardes wat nodig is om die rol as taalopvoeder effektief te vervul.		
Method of delivery: <i>Contact</i> Metode van aflewering: <i>Kontak</i>		

Module code / Modulekode: SOCF 5021	Semester 2	NQF level / NKR vlak: 6
Title: Language of Conversational Competence: Sesotho Titel: Sesotho: Basiese Gespreksgesprekskommunikasie		
On successful completion of this module the student should be able to demonstrate:		
• comprehensive and detailed knowledge of Sesotho high-frequency spelling problems and the skill to integrate this knowledge, whilst having insights about the value of a good ability to spell and a commitment to correct spelling for learners; • skill in the judgement of the relationship between good language usage and social criticism; • a thorough knowledge of standard Sesotho and the various non-standard forms of the language, as well as the value and function of specific variations in a heterogeneous Sesotho society; • detailed knowledge about the value and function of standard Sesotho as an appropriate form for teaching, as well as the ability to accommodate the non-standard forms of Sesotho and their speakers in a professional and ethical manner; and • a thorough knowledge of the various kinds of dictionaries and the function and possible uses of them, as well as the ability to employ the dictionary information in a critically discriminating and effective way		

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

- *omvattende en gedetailleerde kennis van Sesotho hoë frekwensie spellingsprobleme en die vaardigheid om hierdie kennis te integreer, terwyl insigte oor die waarde van 'n goeie spelvermoë en toewyding om te leerders se spelfoute te korreger;*
- *vaardigheid in die oordeel van die verhouding tussen goeie taalgebruik en sosiale kritiek;*
- *'n grondige kennis van die standaard Sesotho en die verskillende niestandaardvorme van die taal, asook die waarde en funksie van spesifieke variasies in 'n heterogene Sesotho-samelewing;*
- *gedetailleerde kennis van die waarde en funksie van standaard Sesotho as 'n toepaslike onderrigvorm, asook die vermoë om die niestandaardvorme van Sesotho en hul sprekers op 'n professionele en etiese wyse te akkommodeer; en*
- *'n grondige kennis van die verskillende soorte woordeboeke en die funksie en moontlike gebruike van hulle, sowel as die vermoë om die woordeboekinligting op 'n kritiese en diskriminerende manier te gebruik.*

Method of delivery: Contact

Metode van aflewering: Kontak

Module code / Modulekode: TPED 571	Semester 1 & 2	NQF level / NKR vlak: 7
Title: Teaching Practise (Senior & FET Phase Education) Titel: Onderwyspraktik (Senior & 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); and • 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). <i>Na voltooiing van hierdie module behoort die student te kan demonstreer:</i> • <i>die vermoë om 'n positiewe leeromgewing te onderrig en effektief te bestuur, insluitend leerderbehoefes en betrokkenheid by die sosiale gemeenskap;</i> • <i>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);</i> • <i>die vermoë om probleme te vind en toe te pas op probleme wat met onderrig verband hou (prakties en prakties);</i> • <i>verantwoordbare optrede in ooreenstemming met die gedragskode van die Suid-Afrikaanse Raad vir Opvoeders (SARO); en</i> • <i>die vermoë om akademiese en opvoedkundige kennis onafhanklik toe te pas met betrekking tot die akademiese en professionele kennis wat verband hou met die klaskamerpraktik (leer in die praktyk en vanuit die praktyk);</i>		

• <i>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;</i> • <i>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;</i> • <i>gedetailleerde en gespesialiseerde kennis en praktiese toepassing van die kenmerke van die leerders, klaskamerbestuur, skool, kollegas, die beroep en ouers / gemeenskap;</i> • <i>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;</i> • <i>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;</i> • <i>bewys van vaardigheid in die vereiste taal (tale).</i>
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: TRVD 512	Semester 1	NQF level / NKR vlak: 7
Title: Tourism Methodology <i>Titel: Toerisme Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: • integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of tourism related teaching strategies, planning and assessment; and an understanding of how that knowledge relates to teaching tourism; • understanding of contested knowledge within the field of tourism in education and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge of the field of teaching Tourism at school level; • ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to teaching Tourism; • ability to identify, analyse, critically reflect on and address complex tourism-education problems; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments; • reflection on all values, ethical conduct and justifiable decision making appropriate to the practice of teaching Tourism at secondary school level (FET); • accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of Tourism teaching in education; • management of a team, group, system, and process in an unfamiliar context in order to solve tourism education problems, by monitoring the progress of the team, group and process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and • the ability to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realise all outcomes of this module. <i>Na voltooiing van die module moet die student in staat wees tot:</i> • <i>geïntegreerde kennis en begrip van, sowel as die vermoë om sleutel terme, konsepte, feite en beginsels korrek te evalueer en binne die verskillende areas of binne die veld van toerismeverwante onderrigstrategieë, beplanning en assessering toe te pas, en 'n begrip van hoe daardie kennis aan die onderrig van toerisme verwant is;</i> • <i>die begrip van betwiste kennis binne die veld van toerisme in onderwys en die kritiese evaluering van die toepaslikheid van die bogenoemde teorieë, beginsels en kennis van die veld van die onderrig van Toerisme op skoolvlak;</i> • <i>die vermoë om 'n reeks verskillende, maar geskikte prosedures, wetgewing en teorieë verwant aan die onderrig van Toerisme te kies, te evalueer en toe te pas;</i> • <i>die vermoë om komplekse probleme met die onderrig van toerisme te identifiseer, analiseer en krities oor na te dink, en om bewysgebaseerde -, praktykgedrewe - of bewese oplossings binne teoriegedrewe-argumente toe te pas;</i> • <i>die nadink oor alle waardes, etiese gedrag en verdedigbare besluitneming wat vir die praktyk van die onderrig van Toerisme vir die sekondêre skoolvlak geskik is (VOO);</i>		

• <i>akkurate en samehangende, skriftelike – en mondelinge kommunikasiewerkstukke. Hierdie werk moet in verband staan met die praktykvereistes van die onderrig van Toerisme in die onderwys;</i> • <i>die bestuur van 'n groep, 'n span, 'n stelsel en die prosesse binne 'n onbekende konteks, sodat probleme binne die onderrig van toerisme opgelos kan word deur die vordering van die span, groep en die prosesse te monitor en die neem van die verantwoordelikheid vir die taakuitkomste en om die geskikte hulpbronne, waar toepaslik, te gebruik; en</i> • <i>die vermoë om volle verantwoordelikheid vir die eie leerbehoefes te neem en om eie leervordering te monitor en die toepassing van geskikte leerstrategieë en die bestuur van alle hulpbronne om alle uitkomste in hierdie module te bereik.</i>
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>

Module code / Modulekode: TTFD 512	Semester 1	NQF level / NKR vlak: 7
Title: FET Technology Methodology <i>Titel: VOO Tegnologie Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: • identify, analyse and critically reflect on the correct instruction, assessment and management of the FET Technology subjects and apply it successfully to various scenarios; • use the curriculum documents as provided by the Department of Basic Education confidently and with success in order to plan lessons; • accurately and coherently communicate in written and verbal form with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; • participate in or manage a team in an unfamiliar context in order to facilitate or effect problem-based learning; and • take full responsibility for his/her own learning progress and apply problem-based and self-directed learning strategies and management of resources to successfully realise all outcomes of this module. <i>Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:</i> • <i>identifiseer, analiseer en dink krities na oor die korrekte onderrig, assessering en bestuur van die Tegnologie vakke in die VOO-fase en pas dit suksesvol in verskeie scenario's toe;</i> • <i>die kurrikulumdokumente, soos deur die Departement van Basiese Onderwys voorsien is, met selfvertroue en sukses te gebruik om lesse te beplan;</i> • <i>kommunikeer akkuraat en duidelik, skriftelik en mondeling, met begrip van en uit respek vir intellektuele besitteregkonvensies, kopiereg en vir die reëls van plagiaat;</i> • <i>vorm deel van of bestuur 'n groep in 'n onbekende konteks om sodoende probleemoplossende-leer te fasiliteer of te bereik; en</i> • <i>neem volle verantwoordelikheid vir sy/haar eie leervordering en pas probleemoplossende – en selfgerigte leerstrategieë toe en bestuur hulpbronne suksesvol om sodoende al die uitkomste van hierdie module te bereik.</i>		
Method of delivery: Distance, Contact <i>Metode van aflewering: Afstand, Kontak</i>		

Module code / Modulekode: VWVD 512	Semester 1	NQF level / NKR vlak: 7
Title: Consumer studies Methodology <i>Titel: Verbruikerstudies Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: • identify, analyse and critically reflect on the correct instruction, assessment and management of the subject Consumer Studies and apply it successfully to various scenarios; • use the curriculum documents as provided by the Department of Basic Education confidently and with success to plan lessons; • accurately and coherently communicate in written and verbal form with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; • participate in or manage a team in an unfamiliar context in order to facilitate or affect problem-based learning; and		

- take full responsibility for his/her own learning progress and apply problem-based and self-directed learning strategies and management of resources to successfully realise all outcomes of this module. <i>Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:</i> - identifiseer, analiseer en dink krities na oor die korrekte onderrig, assessering en bestuur van die vak Verbruikerswetenskap en pas dit suksesvol in verskeie scenario's toe; - die kurrikulumdokumente, soos deur die Departement van Basiese Onderwys voorsien, met selfvertroue en sukses te gebruik om lesse te beplan; - kommunikeer akkuraat en duidelik, skriftelik en mondeling, met begrip van en uit respek vir intellektuele besitregkonvensies, kopiereg en vir die reëls van plagiaat; - vorm deel van of bestuur 'n groep in 'n onbekende konteks om sodoende probleemoplossende-leer te fasiliteer of te bereik; en - neem volle verantwoordelikheid vir sy/haar eie leervordering en pas probleemoplossende – en selfgerigte leerstrategieë toe en bestuur hulpbronne suksesvol om sodoende al die uitkomst van hierdie module te bereik.
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak

Module code / Modulekode: VWVD 521	Semester 2	NQF level / NKR vlak: 7
Title: Consumer studies Methodology <i>Titel. Verbruikerstudies Metodiek</i>		
On successful completion of this module the student should be able to demonstrate: - that they can identify, analyse, and critically reflect on the correct instruction, assessment and management of the practical sessions and aspects of the subject Consumer Studies and apply it successfully to various scenarios; - that they are able to use curriculum documents provided by the Department of Basic Education with confidence and to successfully plan practical demonstrations and practical lessons; - accuracy and coherency when communicating in written and verbal form, with the understanding of, and respect for intellectual property conventions, copyright, and rules on plagiarism; - that they are able to participate in or manage a team in an unfamiliar context in order to facilitate or affect problem-based learning; and - the ability to take full responsibility for their own learning progress and apply problem-based and self-directed learning strategies and management of resources to successfully realise all outcomes of this module. <i>Na suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:</i> - vermoë om die korrekte onderrig, assessering en bestuur van die praktiese sessies en aspekte van die vak Verbruikerstudies te kan identifiseer, ontleed en krities reflekteer en dit suksesvol kan toepas op verskeie scenario's; - met selfvertroue die kurrikulumdokumente van die Departement van Basiese Onderwys kan gebruik en praktiese demonstrasies en praktiese lesse suksesvol te kan beplan; - akkuraatheid en samehangendheid in kommunikasie in skriftelike en mondelinge vorm, met begrip en respek vir intellektuele eiendomskonvensies, kopiereg en reëls oor plagiaat; - dat hulle in 'n span kan deelneem of bestuur in 'n onbekende konteks om sodoende probleemgebaseerde leer te fasiliteer of te beïnvloed; - die vermoë om volle verantwoordelikheid vir hul eie leer vordering te neem en probleemgebaseerde en selfgerigte leerstrategieë en bestuur van hulpbronne toe te pas om al die uitkomst van hierdie module suksesvol te verwesenlik.		
Method of delivery: Distance, Contact Metode van aflewering: Afstand, Kontak		