NOTICE

All particulars in this calendar are applicable as from January 1, 2014. The University reserves the right to amend any regulation or provision at any time without prior notice.

Although every attempt has been made to ensure that the information is accurate, the University does not accept any liability concerning inaccuracies of any of the contents in the Calendar.

The Higher Education Qualifications Framework (HEQF), as gazetted on 5 October 2007 is currently being phased in at the University. The alignment of all existing programmes with the HEQF is a project that is envisaged to take until 2015 at the earliest to complete. Due to this certain information in this calendar may not be in line with the HEQF.
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GENERAL INFORMATION

CORRESPONDENCE WITH THE UNIVERSITY

All postal correspondence should be addressed to the relevant person or department at:

The University of the Western Cape
Private Bag X17
Bellville
7535

Should you not know the person or department, please direct all correspondence to:

The Registrar
University of the Western Cape
Private Bag X17
Bellville
7535

Faculty related enquiries can be directly forwarded to:

Faculty of Education
The University of the Western Cape
Private Bag X17
Bellville
7535
Tel: +27 (0)21 959 2276
Fax: +27 (0)21 959 2647
Email: vndabeni@uwc.ac.za

CONTACT NUMBERS

UWC Switchboard +27 (0)21 959-2911
UWC Call Centre +27 (0)21 959 3900/1/2/3
General Fax +27 (0)21 959-3126

THE UNIVERSITY’S WEBSITE: www.uwc.ac.za

GENERAL BURSARIES AND LOANS

Full particulars of bursaries and loans are set out in a separate brochure that is obtainable from:

Financial Aid Office
University of the Western Cape
Private Bag X17
Bellville
7535
Tel: +27 (0)21 959 3114
CALENDAR

The calendar is obtainable in the following separate parts:

Part 1   General Information
Part 2   Faculty of Science
Part 3   Faculty of Arts
  (a)   Undergraduate
  (b)   Postgraduate
Part 4   Faculty of Economics and Management Sciences
  (a)   Undergraduate
  (b)   Postgraduate
Part 5   Faculty of Education
Part 6   Faculty of Dentistry
Part 7   Faculty of Law
Part 8   Faculty of Community and Health Sciences
Part 9   Schedule of Fees

A separate publication containing the Faculty’s teaching and examination time-tables is obtainable from the Faculty Office.
## DEGREES AND DIPLOMAS CONFERRED IN THE FACULTY

### DEGREES

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<thead>
<tr>
<th>Degree / Diploma</th>
<th>Code</th>
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<td>Baccalaureus Educationis</td>
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<tr>
<td>Bachelor of Education Honours</td>
<td>BEd (Hons)</td>
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<tr>
<td>Master of Education</td>
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<td>Doctor of Philosophy</td>
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### DIPLOMAS & CERTIFICATES

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<thead>
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<th>Diploma / Certificate</th>
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<tr>
<td>Diploma in Education (Workplace Learning)</td>
<td>DE (WL)</td>
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<tr>
<td>National Professional Diploma in Education</td>
<td>NPDE</td>
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<tr>
<td>Advanced Diploma for Educators of Adults</td>
<td>ADEA</td>
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<tr>
<td>Higher Diploma in Education, Training and Development (Adult Learning)</td>
<td>HDETD (AL)</td>
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<tr>
<td>Postgraduate Diploma in Education</td>
<td>PGDE</td>
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<tr>
<td>Higher Professional Diploma in ABET Practice (ETD: Adult Learning: ABET Specialization)</td>
<td>HPDABET (AL)</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education</td>
<td>PGCE</td>
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<tr>
<td>Postgraduate Certificate in Education (Health Education)</td>
<td>PGCE (HE)</td>
</tr>
<tr>
<td>Postgraduate Diploma in Higher Education: Teaching and Learning</td>
<td>PGD.H.E T&amp;L</td>
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<tr>
<td>Advanced Certificate in Education (Special Education Needs)</td>
<td>ACE (SEN)</td>
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<tr>
<td>Advanced Certificate in Education (Mathematics)</td>
<td>ACE (Maths)</td>
</tr>
<tr>
<td>Advanced Certificate in Education (School Leadership)</td>
<td>ACE (SL)</td>
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<tr>
<td>Advanced Certificate in Education (Language)</td>
<td>ACE (Lang)</td>
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<td>Advanced Certificate in Education (Consumer Studies)</td>
<td>ACE (CS)</td>
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<td>Advanced Certificate in Education (Physical Education)</td>
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<td>Advanced Certificate in Education (Accounting)</td>
<td>ACE (Acc)</td>
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<td>Advanced Certificate in Education (Life Skills and Health Promotion)</td>
<td>ACE (LSHP)</td>
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<td>Advanced Certificate in Education (HIV/AIDS Education and Counselling)</td>
<td>ACE (H/A)</td>
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<tr>
<td>Advanced Certificate in Education (Science Education)</td>
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<tr>
<td>Advanced Certificate in Education (Technology Education)</td>
<td>ACE (TechEd)</td>
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<tr>
<td>Advanced Certificate in Education (Integrating Values and Human Rights in the Curriculum)</td>
<td>ACE (IVHRC)</td>
</tr>
<tr>
<td>Higher Certificate in Education, Training &amp; Development (Adult Learning)</td>
<td>HCETD (AL)</td>
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<td>Education Development Programmes</td>
<td>EDP</td>
</tr>
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</table>
FACULTY BOARD AND FACULTY OFFICE STAFF

FACULTY BOARD

The Rector (ex officio), Vice Rectors (ex officio)

Professors: O Bojuwoye, N Cloete, L Green, C Julie, M Ogunniyi

Associate Professors: Z Desai, Z Groener, S Hartley, M Mbekwa, VS Nomlomo, J Papier, J Smith; B Thaver, CG Williams, S Sivasubramaniam

Senior Lecturers: R Govender, RFA Maarman, N Moolla, TM Ngcobo, R Omar, S Stofile;

Lecturers: M Hendricks, K. Langenhoven, M. Luckay, B. May, Pluddemann P

Senior Officers Academic Support Services: G Gamiet, M van Heerden.

FACULTY OFFICE PERSONNEL

Dean: Prof Z Desai, BA (London), HDE (South Africa), MA (London), PhD (Western Cape)

Deputy Dean(Teaching & Learning): Prof JM Smith, BComm, HDE (cum laude), BEd (Western Cape), MA in Education (Lancaster), PhD (Western Cape)

Deputy Dean(Research & P/G Studies): Prof B Thaver, BA (Cape Town), MA (York), DPhil (Western Cape)

Senior Faculty Officer : Ms S Towfie

Faculty Officers: Ms K Styer, BA, BA Hons (Western Cape)

Ms N Martins, BAdmin (Western Cape), Certificate in Distance Education (South Africa), BAdmin (Hons) (Western Cape)

Mr T Plaatjies, N6 Commerce Secretarial (OTC)

Financial Administrators: Mr S Kemp, National Dipl in Cost & Management Accounting, MDP (Western Cape), BCom (Hons) (Mngt) (Western Cape)

Secretary to the Dean: Ms R Wales, Secretarial Certificate (Sight & Sound, Cape Town), BAdmin (Western Cape)

Administrative Assistants: Mr R Adonis

General Assistant: V Ndabeni

Secretaries: Ms ED Maart, STD (Commerce) (Cape Peninsula UT)

Ms Z February (Contract)

Senior Officers-Academic Support Services: Mr G Gamiet, HDE (Non-graduate) (Arts), BA (Hons) (Geography), MEd (Western Cape), MEd (Ohio University, USA)

Ms M Van Heerden, HDE (Non-graduate), BEd (Hons), MEd (Western Cape)

LECTURING AND TECHNICAL STAFF

LECTURING STAFF

Extraordinary Professors: N Cloete, BA, HDE (Stellenbosch), MA (Clinical Psychology), PhD (Port Elizabeth)

L Green, PhD (Exeter), MSoc Sc (Cape Town), HED (SA), DTSC (Cape Town)

Professors: Prof O Bojuwoye, BSc (Ed), MEd (ABU), PhD (Pitt) –

Prof C Julie, MSc (Western Cape), PhD (Illinois), HDE (South Africa)
Prof MB Ogunniyi, BSc (Ed) (Ahmadu Bello University, Zaria, Nigeria), MSc, PhD (Science Education) (Wisconsin) (February 2014)

**Associate Professors:**

- Prof Z Desai, BA (London), HDE (South Africa), MA (London), PhD (Western Cape)
- Prof Z Groener, MSc (Comm Ed) (Edin), PhD (UCLA), Higher Dipl SocWork (Western Cape)
- Dr R Govender, MEd (Durban Westville), BSc (Hons) (Durban Westville); BSc (South Africa); UDE (Durban Westville), PhD (Kwa – Zulu Natal)
- Prof S Hartley, BSc (Western Cape), BSc (Hons) (Cape Town), Higher Dipl in Education (South Africa), BEd (South Africa), MEd (Western Cape), DSc (Curtin UT, Australia)
- Prof M Mbekwa, BA (South Africa), BA (Hons), MPhil, PhD, Dip Ed Ad (Western Cape), JSTC (Lovedale), SED (Vista);
- Prof M Moletsane, BA-Admin (UNIN), BEd (Hons) (Witwatersrand), MEd (Witwatersrand), PhD (Preatoria)
- Prof VS Nomlomo, BA, BEd (Unitra), MEd (Cape Town), MPhil (Stellenbosch), PhD (Western Cape);
- Prof J M Smith, BComm, HDE (cum laude), BEd (Western Cape), MA in Education (Lancaster), PhD (Western Cape)
- Prof B Thaver, BA (Cape Town), MA (York), DPhil (Western Cape);
- Prof CG Williams, BA (Hons) (South Africa), MA (Western Cape), BEd (Cape Town), MEd (Stellenbosch), DEd (Western Cape), PHTC (Hewat).
- Prof S Sivasubramaniam, MA English (Madras/India), MA TESOL (Surrey, UK), PhD (Nottingham, UK).
- Prof J Papier, BA (Hons) (South Africa), MPhil (Western Cape), MEd (Harvard), PhD (Preatoria)

**Senior Lecturers:**

- Dr R Govender, MEd (Durban Westville), BSc (Hons) (Durban Westville); BSc (South Africa); UDE (Durban Westville), PhD (Kwa – Zulu Natal)
- Dr TM Ngcobo, BA, STD (UZ), BEd (Hons) (Natal), M Ed (RU), PhD (Kwazulu Natal), Dipl Gen Nursing (Edendale), Dipl Midwifery (McCords)
- Dr RFA Maarman, BA (Western Cape), HDE (Western Cape), BEd (South Africa), MEd (RAU), PhD (North West)
- Dr N Moolla, BA (Hons), HDE (Witwatersrand), MEd (Cape Town), PhD (Western Cape), Reg Psychologist;
- Ms R Omar, BA (Hull), PGDE (London), BA (Hons), MA (with distinction) (Witwatersrand);
- Ms R Omar, BA (Hull), PGDE (London), BA (Hons), MA (with distinction) (Witwatersrand);
- Dr S Stofile, BA, Diploma in Applied Linguistics, BEd (UFH), MEd (Special Education) (University of Southern Queensland, Australia), PhD (Western Cape)

**Lecturers:**

- Mr MN Hendricks, B.Sc (Ed) (Western Cape), Advanced Dipl for Educators of Adults (Cape Town), MEd (Western Cape)
- Mr K Langenhoven, BSc (Western Cape), BA (South Africa), HDE P/G Sec, BEd (Cape Town), MPhil (Western Cape);
- Mr B. May, Bsc, HDE, B.Ed (Hons), MSc (cum laude) (UWC)
- Dr M.B. Luckay, BSc (Witwatersrand), BSc (Hons), HDE, MEd, PhD (UCT), Postdoctoral fellow (UCT)
- Dr P Plüddemann, BA Hons (Stellenbosch), HDE (Cape Town), MPhil (Western Cape), PhD (Stockholm)
- Mr JF (Toni) Sylvester, BA, BEd(Hons),FDE(Special Needs)(UNISA), MEd Psych (Stellenbosch), Reg Psychologist

**Senior Officers: Academic Support**

**Services Computer Laboratory:**

Mr G Gamiet, HDE (Non-graduate) (Arts), BA (Hons)
Resource Laboratory: Ms M Van Heerden, HDE (Non-graduate), BEd (Hons), MEd (Western Cape)

Teaching Practice: Dr M.B. Luckay, BSc Science (Wits), BSc (Hons) (UCT), HDE (UCT), MEd (UCT), PhD (UCT), Postdoctoral Fellow (Centre for Research in Engineering Education, UCT)

Administrator: Ms N Komeni, BCom (UWC)

DEPARTMENT OF EDUCATIONAL STUDIES

Head of Department (Acting): Professor M Moletsane, BA-Admin (UNIN), BEd (Hons) (Witwatersrand), MEd (Witwatersrand), PhD (Pretoria)

Administrator: Ms E Maart

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Head of Department: Professor M Moletsane, BA-Admin (UNIN), BEd (Hons) (Witwatersrand), MEd (Witwatersrand), PhD (Pretoria)

Administrator: Ms E Maart

DEPARTMENT OF LANGUAGE EDUCATION

Head of Department: Professor S Sivasubramaniam, MA English (Madras/India), MA TESOL (Surrey, UK), PhD (Nottingham, UK)

Administrator: Ms Z February (Contract)

INSTITUTE FOR POST – SCHOOL STUDIES

Director: Professor J Papier, BA (Hons) (South Africa), MPhil (Western Cape), MEd (Harvard), PhD (Pretoria)

Administrator: Ms L Boonzaaier (Acting)

SCHOOL OF SCIENCE AND MATHEMATICS EDUCATION

Director: Professor M Mbekwa, BA (South Africa), BA (Hons), MPhil, PhD, Dip Ed Ad (Western Cape), JSTC (Lovedale), SED (Vista)

Administrator: Ms Z February (Contract)

SCIENCE LEARNING CENTRE FOR AFRICA

Director: Professor S Hartley, BSc (Western Cape), BSc (Hons) (Cape Town), Higher Dipl In Education (South Africa), BEd (South Africa), MEd (Western Cape), DSc (Curtin UT, Australia)

Administrator: Ms Melissa Petersen

FURTHER EDUCATION AND TRAINING INSTITUTE (FETI) (WITHIN IPSS)

Director: Prof. J Papier, BA (Hons) (South Africa), MPhil (Western Cape), MEd (Harvard), PhD (Pretoria)

Administrator: Ms L Boonzaaier
RULES FOR PROGRAMMES

BACCALAUREUS EDUCATIONIS (Languages and Social Sciences) – 4512

E.1 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: Baccalaureus Educationis (BEd)

E.1.1 Admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 33 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the Learning Area Specialisation combination: Languages and Social Sciences

**English and Social Sciences**

- Level 4 (50-59%) in English (home language) or
- Level 5 (60-69%) in English (first additional language) and
- Level 3(40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in History and
- Level 4 (50-59%) in Geography and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

**Afrikaans and Social Sciences**

- Level 4 (50-59%) in Afrikaans (home language) or
- Level 5 (60-69%) in Afrikaans (first additional language) and
- Level 3(40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in History and
- Level 4 (50-59%) in Geography and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

**Xhosa and Social Sciences**

- Level 4 (50-59%) in Xhosa (home language) or
- Level 5 (60-69%) in Xhosa (first additional language) and
- Level 3(40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in History and
- Level 4 (50-59%) in Geography and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

E.1.2 Admission requirements for applicants who matriculated before 2008
(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.

E.2 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.3 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four years full time study.

E.4 CURRICULUM

E.4.1 Level 1

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<tr>
<th>Module Name</th>
<th>Alpha Code</th>
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<tbody>
<tr>
<td><strong>Group 1 - Compulsory (select all)</strong></td>
<td></td>
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<tr>
<td>Literacy &amp; Numeracy</td>
<td>EDC111</td>
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<tr>
<td>Life Skills</td>
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<tr>
<td>Second Additional Language</td>
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<td><strong>Sub-total</strong></td>
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<tr>
<td><strong>Group 2 - Languages (select all)</strong></td>
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<tr>
<td>Language and Communication Studies 111</td>
<td>LCS111</td>
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<tr>
<td>Language and Communication Studies 121</td>
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<tr>
<td><strong>Group 3 - Social Sciences (select all)</strong></td>
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<tr>
<td>Humanities 111</td>
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<tr>
<td>Humanities 121</td>
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<td>Geography 111</td>
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E.4.2 Level 2

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<tr>
<td><strong>Group 1 - Compulsory (select all)</strong></td>
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<tr>
<td>Education Practice 201</td>
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</table>
Group 2 - Languages (select all)
Language and Communication Studies 212  
Language and Communication Studies 213  
Sub-total 15

Group 3 – Languages (select 1 sub-group)
Group 3.1 (select all)
English 111  
English 121  
Group 3.2 (select all)
Xhosa 111  
Xhosa 121  
Group 3.3 (select all)
Afrikaans / Nederlands Studies 111 (N)  
Afrikaans / Nederlands Studies 121 (N)  
Sub-total 20

Group 4 - Social Sciences (select all)
History 231  
History 241  
Sub-total 30

Group 5 – Social Sciences (select 2 sub-groups)
Group 5.1 (select all)
Geography 211  
Geography 221  
Group 5.2 (select all)
Geography 212  
Geography 222  
Group 5.3 (select all)
Geography 213  
Geography 223  
Sub-total 40

E.4.3 Level 3

Module Name  
Group 1 - Compulsory (select all)
Education Practice 301  
Education 313  
Education 323  
Sub-total 60

Group 2 – Languages (select 1 sub-group)
Group 2.1
Method of English 301  
Method of English 302  
Group 2.2
Method of Afrikaans 301  
Method of Afrikaans 302  
Group 2.3
Method of Xhosa 301  
Method of Xhosa 302  
Sub-total 30

Group 3 - Social Sciences (select all)
Method of Social Sciences 301  
Sub-total 30

Total 145
### E.4.4 Level 4

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<td><strong>Group 1 - Compulsory (select all)</strong></td>
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<tr>
<td>Education Practice 401</td>
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<td>Education 413</td>
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<td>Education 423</td>
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<td>Method of Afrikaans 401</td>
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<td>Method of Xhosa 401</td>
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<tr>
<td><strong>Sub-total</strong></td>
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<tr>
<td><strong>Group 3 - Social Sciences (select all)</strong></td>
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<tr>
<td>Method of Social Sciences 401</td>
<td>SSM401</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>FINAL TOTAL</strong></td>
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<td>535</td>
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</tbody>
</table>

### E.5 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### E.6 PROMOTION RULES

Unless Senate decides otherwise and subject to rule A.3.2.3:

#### E.6.1 Level 1

A student shall be promoted to the 2nd year level of study on obtaining at least 120 credits and on passing Education Practice 101.

#### E.6.2 Level 2

A student shall be promoted to the 3rd year level of study on obtaining at least 245 credits and on passing Education Practice 201.

#### E.6.3 Level 3

A student shall be promoted to the 4th year level of study on obtaining at least 365 credits and on passing Education Practice 301 and all 1\textsuperscript{st} year level modules.

#### E.6.4 Level 4

Students will complete the 4\textsuperscript{th} year level of study only when all required modules have been passed and 535 credit points have been obtained.

### E.7 ADVANCE REGISTRATION

#### E.7.1 Level 1

- **E.7.1.1** Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.
- **E.7.1.2** Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

#### E.7.2 Level 2

- **E.7.2.1** Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).
E.7.2.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.7.3 Level 3

E.7.3.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.7.3.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.8 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.9 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.9.1 Students will be trained to teach primarily at the Senior Phase of the GET band.

E.9.2 The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.

E.9.3 The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.

E.9.4 Learning Area Specialisations

E.9.4.1 To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.9.4.2 Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

BACCALAUREUS EDUCATIONIS (Languages and Life Orientation) – 4513

E.10 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: Baccalaureus Educationis (BEd)

E.10.1 Admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 33 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the Learning Area Specialisation combination: Languages and Life Orientation

**English and Life Orientation**

- Level 4 (50-59%) in English (home language) or
- Level 5 (60-69%) in English (first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Life Orientation and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

**Afrikaans and Life Orientation**

- Level 4 (50-59%) in Afrikaans (home language) or
- Level 5 (60-69%) in Afrikaans (first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Life Orientation and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

**Xhosa and Life Orientation**

- Level 4 (50-59%) in Xhosa (home language) or
- Level 5 (60-69%) in Xhosa (first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Life Orientation and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

E.10.2 Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the Matriculation Board.

**Learning Area Specialisations**

To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.
E.11 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.12 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four year’s full time.

E.13 CURRICULUM

E.13.1 Level 1

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
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<tbody>
<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
<td></td>
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<tr>
<td>Literacy &amp; Numeracy</td>
<td>EDC111</td>
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E.13.2 Level 2

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E.13.3  Level 3

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<td>Group 2.2</td>
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<td>Group 2.3</td>
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<td>Method of Xhosa 301</td>
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E.13.4  Level 4

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<tr>
<td>Method of English 401</td>
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<tr>
<td>Method of Afrikaans 401</td>
<td>TMA401</td>
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<td>Method of Xhosa 401</td>
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<thead>
<tr>
<th>Life Orientation</th>
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<tbody>
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<td>Method of Life Orientation 401</td>
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FINAL TOTAL 467

E.14  ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.15  PROMOTION RULES

Unless Senate decides otherwise and subject to rule A.3.2.3:

E.15.1  Level 1

A student shall be promoted to the 2nd year level of study on obtaining at least 90 credits and on passing Education Practice 101.
E.15.2 Level 2
A student shall be promoted to the 3rd year level of study on obtaining at least 200 credits and on passing Education Practice 201.

E.15.3 Level 3
A student shall be promoted to the 4th year level of study on obtaining at least 320 credits and on passing Education Practice 301 and all 1st year level modules.

E.15.4 Level 4
Students will complete the 4th year level of study only when all required modules have been passed and 474.5 credit points have been obtained.

E.16 ADVANCE REGISTRATION

E.16.1 Level 1

E.16.1.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.

E.16.1.2 Repeating students (who have not been promoted ) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.16.2 Level 2

E.16.2.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.16.2.2 Repeating students (who have not been promoted ) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.16.3 Level 3

E.16.3.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.16.3.2 Repeating students (who have not been promoted ) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.17 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.18 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.18.1 Students will be trained to teach primarily at the Senior Phase of the GET band.

E.18.2 The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.

E.18.3 The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.
E.18.4  Learning Area Specialisations

E.18.4.1 To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.18.4.2 Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

**BACCALAUREUS EDUCATIONIS (Social Sciences and EMS) – 4514**

PLEASE NOTE: There will be no new intake of students into this programme in 2014

E.19  ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: **Baccalaureus Educationis (BEd)**

E.19.1  Admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 27 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the Learning Area Specialisation combination: **Social Sciences and EMS**

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in History and
- Level 4 (50-59%) in Geography and
- Level 3 (40-49%) in Mathematics and
- Level 4 (50-59%) in Accounting or
- Level 4 (50-59%) in Business Studies or
- Level 4 (50-59%) in Economics

E.19.2  Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the Matriculation Board.

**Learning Area Specialisations**
To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.

E.20 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.21 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four year’s full time.

E.22 CURRICULUM

E.22.1 Level 1

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<tr>
<th>Module Name</th>
<th>Alpha Code</th>
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<tbody>
<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
<td></td>
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</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
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E.22.2 Level 2

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<tr>
<td>History 211</td>
<td>HIS211</td>
<td>10</td>
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<tr>
<td>History 212</td>
<td>HIS212</td>
<td>10</td>
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</table>
Group 4 – Social Sciences (select 2 sub-groups)

Group 4.1
Geography 211  
GES211 10
Geography 221  
GES221 10

Group 4.2
Geography 212  
GES212 10
Geography 222  
GES222 10

Group 4.3
Geography 213  
GES213 10
Geography 223  
GES222 10
Sub-total 60

Total 110

E.22.3 Level 3

Module Name  
Group 1 – Compulsory (select all)
Education Practice 301  
EDC301 30
Education 313  
EDC313 15
Education 323  
EDC323 15
Sub-total 60

Group 2 - Economic & Management Sciences (select all)
Method of EMS 302  
EMM301 15
Method of EMS 302  
EMM302 15
Sub-total 30

Group 3 - Social Sciences (select all)
Method of Social Sciences 301  
SSM301 30
Sub-total 30
Total 120

E.22.4 Level 4

Module Name  
Group 1 – Compulsory (select all)
Education Practice 401  
EDC401 60
Education 413  
EDC413 15
Education 423  
EDC423 15
Sub-total 90

Group 2 - Economic & Management Sciences (select all)
Method of EMS 401  
EMM401 15
Sub-total 15

Group 3 - Social Sciences (select all)
Method of Social Sciences 401  
SSM401 15
Sub-total 15
Total 120
FINAL TOTAL 515

E.23 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.24 PROMOTION RULES

Unless Senate decides otherwise and subject to rule A.3.2.3:

E.24.1 Level 1

A student shall be promoted to the 2nd year level of study on obtaining at least 135 credits and on passing Education Practice 101.

E.24.2 Level 2

A student shall be promoted to the 3rd year level of study on obtaining at least 245 credits and on passing Education Practice 201.
E.24.3  Level 3
A student shall be promoted to the 4th year level of study on obtaining at least 365 credits and on passing Education Practice 301 and all 1st year level modules.

E.24.4  Level 4
Students will complete the 4th year level of study only when all required modules have been passed and 515 credit points have been obtained.

E.25  ADVANCE REGISTRATION

E.25.1  Level 1
E.25.1.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.

E.25.1.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.25.2  Level 2
E.25.2.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.25.2.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.25.3  Level 3
E.25.3.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.25.3.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.26  RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.27  SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.27.1 Students will be trained to teach primarily at the Senior Phase of the GET band.

E.27.2 The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.

E.27.3 The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.

E.27.4 Learning Area Specialisations
E.27.4.1 To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.
E.27.4.2  Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

BACCALAUREUS EDUCATIONIS (Languages and Mathematics) – 4515

E.28  ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: Baccalaureus Educationis (BEd)

E.28.1  Admission requirements for applicants who matriculated from 2008

(a)  The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 33 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(c)  A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the Learning Area Specialisation combination: Languages and Mathematics

English and Mathematics

- Level 4 (50-59%) in English (home language) or
- Level 5 (60-69%) in English (first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Mathematics or
- Level 6 (70-79%) in Mathematical Literacy

OR

Afrikaans and Mathematics

- Level 4 (50-59%) in Afrikaans (home language) or
- Level 5 (60-69%) in Afrikaans (first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Mathematics or
- Level 6 (70-79%) in Mathematical Literacy

OR

Xhosa and Mathematics
Level 4 (50-59%) in Xhosa (home language) or
Level 5 (60-69%) in Xhosa (first additional language) and
Level 3(40-49%) in Another Language (home or first additional language) and
Level 4 (50-59%) in Mathematics or
Level 6 (70-79%) in Mathematical Literacy

E.28.2 Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.

E.29 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.30 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four year’s full time.

E.31 CURRICULUM

E.31.1 Level 1

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
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</thead>
<tbody>
<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>EDC111</td>
<td>15</td>
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<tr>
<td>Life Skills</td>
<td>EDC121</td>
<td>15</td>
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<td>Second Additional Language</td>
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<tr>
<td><strong>Group 2 – Languages (select all)</strong></td>
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<td>Language and Communication Studies 111</td>
<td>LCS111</td>
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<tr>
<td>Language and Communication Studies 121</td>
<td>LCS121</td>
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<tr>
<td><strong>Group 3 – Mathematics (select all)</strong></td>
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<tr>
<td>Mathematics (BEd) 112</td>
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E.31.2 Level 2

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<table>
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E.31.3 Level 3

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<td>Education 313</td>
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<td><strong>Group 2 - Languages (select 1 sub-group)</strong></td>
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<td>Method of English 302</td>
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<td><strong>Group 2.2</strong></td>
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<td>Method of Afrikaans 301</td>
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<td><strong>Group 2.3</strong></td>
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<td>Method of Xhosa 301</td>
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<td>Method of Xhosa 302</td>
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<td><strong>Group 3 – Mathematics (select all)</strong></td>
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<td>Method of Mathematics 302</td>
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E.31.4 Level 4

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<tr>
<td>Education Practice 401</td>
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<td>Education 413</td>
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<td>TME401</td>
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<tr>
<td>Method of Afrikaans 401</td>
<td>TMA401</td>
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<td>Method of Xhosa 401</td>
<td>TMX401</td>
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<td><strong>Sub-total</strong></td>
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Group 3 – Mathematics (select all)
Method of Mathematics 401

<table>
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<tr>
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<th>Credits</th>
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<td>TMM401</td>
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Sub-total 15

Total 120

E.32 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.33 PROMOTION RULES

Unless Senate decides otherwise and subject to rule A.3.2.3:

E.33.1 Level 1

A student shall be promoted to the 2nd year level of study on obtaining at least 90 credits and on passing Education Practice 101.

E.33.2 Level 2

A student shall be promoted to the 3rd year level of study on obtaining at least 185 credits and on passing Education Practice 201.

E.33.3 Level 3

A student shall be promoted to the 4th year level of study on obtaining at least 335 credits and on passing Education Practice 301 and all 1st year level modules.

E.33.4 Level 4

Students will complete the 4th year level of study only when all required modules have been passed and 485 credit points have been obtained.

E.34 ADVANCE REGISTRATION

E.34.1 Level 1

E.34.1.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.

E.34.1.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.34.2 Level 2

E.34.2.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.34.2.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.34.3 Level 3

E.34.3.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.34.3.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.35 RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.36 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.36.1 Students will be trained to teach primarily at the Senior Phase of the GET band.
E.36.2 The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.
E.36.3 The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.
E.36.4 Learning Area Specialisations

E.36.4.1 To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.36.2 Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

BACCAULAEREUS EDUCATIONIS (Mathematics and Natural Sciences) – 4516

E.37 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: Baccalaureus Educationis (BEd)

E.37.1 Admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 33 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the Learning Area Specialisation combination: Mathematics and Natural Sciences

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Mathematics or
- Level 6 (70-79%) in Mathematical Literacy and
- Level 4 (50-59%) in Life Sciences or
- Level 4 (50-59%) in Physical Sciences

E.37.2 Admission requirements for applicants who matriculated before 2008
(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.

E.38 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.39 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four year’s full time.

E.40 CURRICULUM

E.40.1 Level 1

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 – Compulsory (select all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>EDC111</td>
<td>15</td>
</tr>
<tr>
<td>Life Skills</td>
<td>EDC121</td>
<td>15</td>
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<td>Second Additional Language</td>
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<tr>
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| Group 2 – Mathematics (select all)        |            |      |
| Mathematics (BEd) 111                     | MAE111     | 15   |
| Mathematics (BEd) 112                     | MAE121     | 15   |
| Sub-total                                |            | 30   |

| Group 3 - Natural Sciences (select all)   |            |      |
| Life Sciences 141                         | LSC141     | 15   |
| Life Sciences 142                         | LSC142     | 15   |
| Sub-total                                |            | 30   |
| Total                                    |            | 120  |

E.40.2 Level 2

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<tbody>
<tr>
<td>Group 1 - Compulsory (select all)</td>
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<tr>
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| Group 2 – Mathematics (select all)        |            |      |
| Mathematics (BEd) 211                     | MAE211     | 15   |
| Mathematics (BEd) 221                     | MAE221     | 15   |
| Sub-total                                |            | 30   |

| Group 3 - Natural Sciences (select all)   |            |      |
Biodiversity and Conservation 211  
Biodiversity and Conservation 212
Physics 116  
Chemistry 114

Sub-total 60  
Total 105

**E.40.3 Level 3**

<table>
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<tr>
<th>Module Name</th>
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<tbody>
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<td><strong>Group 1 – Compulsory (select all)</strong></td>
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<td>Mathematics (BEd) 321</td>
<td>MAE321</td>
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<td>Method of Mathematics 301</td>
<td>TMM301</td>
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<tr>
<td>Method of Mathematics 302</td>
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<tr>
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<tr>
<td><strong>Group 3 - Natural Science (select all)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method of General Science 301</td>
<td>GSM301</td>
<td>15</td>
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<tr>
<td>Method of General Science 302</td>
<td>GSM302</td>
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**E.40.4 Level 4**

<table>
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<tr>
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<td></td>
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<tr>
<td>Education Practice 401</td>
<td>EDC401</td>
<td>60</td>
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<td>Education 413</td>
<td>EDC413</td>
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<td><strong>Group 3 - Natural Science (select all)</strong></td>
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<td>Method of General Science 401</td>
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</table>

**E.41 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

**E.42 PROMOTION RULES**

Unless Senate decides otherwise and subject to rule A.3.2.3:

**E.42.1 Level 1**

A student shall be promoted to the 2nd year level of study on obtaining at least 90 credits and on passing Education Practice 101.

**E.42.2 Level 2**

A student shall be promoted to the 3rd year level of study on obtaining at least 195 credits and on passing Education Practice 201.

**E.42.3 Level 3**
A student shall be promoted to the 4th year level of study on obtaining at least 345 credits and on passing Education Practice 301 and all 1st year level modules.

**E.42.4 Level 4**

Students will complete the 4th year level of study only when all required modules have been passed and 495 credit points have been obtained.

**E.43 ADVANCE REGISTRATION**

**E.43.1 Level 1**

**E.43.1.1** Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.

**E.43.1.2** Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

**E.43.2 Level 2**

**E.43.2.1** Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

**E.43.2.2** Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

**E.43.3 Level 3**

**E.43.3.1** Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

**E.43.3.2** Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

**E.44 RENEWAL OF REGISTRATION**

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

**E.45 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**E.45.1** Students will be trained to teach primarily at the Senior Phase of the GET band.

**E.45.2** The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.

**E.45.3** The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.

**E.45.4 Learning Area Specialisations**

**E.45.4.1** To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

**E.45.4.2** Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

**BACCALAUREUS EDUCATIONIS (Languages and Life Orientation) – 4091**

**E.46 ADMISSION**

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: Baccalaureus Educationis (BEd)

**E.46.1 Admission requirements for applicants who matriculated from 2008**

(a) The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 27 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:

- Level 4 (50-59%) in English (home or first additional language) and
- Level 3 (40-49%) in Another Language (home or first additional language) and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

**OR**

(b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the two Learning Area Specialisation combination: **Languages and Life Orientation**

**English and Life Orientation**

- Level 4 (50-59%) in English (home language) or
- Level 5 (60-69%) in English (first additional language) and
- Level 3(40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Life Orientation and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

**OR**

**Afrikaans and Life Orientation**

- Level 4 (50-59%) in Afrikaans (home language) or
- Level 5 (60-69%) in Afrikaans (first additional language and
- Level 3(40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Life Orientation and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

**OR**

**Xhosa and Life Orientation**

- Level 4 (50-59%) in Xhosa (home language) or
- Level 5 (60-69%) in Xhosa (first additional language and
- Level 3(40-49%) in Another Language (home or first additional language) and
- Level 4 (50-59%) in Life Orientation and
- Level 3 (40-49%) in Mathematics or Mathematical Literacy

**E.46.2 Admission requirements for applicants who matriculated before 2008**

(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the
Learning Area Specialisations

To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

E.46.3 Alternate Admission

Alternate admission requirements for applicants according to Recognition of Prior Learning (RPL)

Students who completed the NSC in 2008 or thereafter, but have not obtained endorsements, will be considered for alternative admission after the age of 23. Such candidates will be required to complete a RPL portfolio development course and submit to a process where relevant learning and/or experience will be assessed.

Candidates who are 23 or older and do not have a matriculation certificate or NSC, but who might have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for particular study programmes, will also be required to complete a RPL portfolio development course or an RPL portfolio process as agreed and to submit to a process where such learning, qualification and/or experience will be assessed.

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.

E.47 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.48 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four years full time.

E.49 CURRICULUM

E.49.1 Level 1

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 – Compulsory (select all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>EDC111</td>
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<tr>
<td>Language Study</td>
<td>LAN151</td>
<td>15</td>
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<td>Sub-total</td>
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<tr>
<td>Group 2 – Languages (select all)</td>
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<td>Language and Communication Studies 111</td>
<td>LCS111</td>
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E.49.2 Level 2

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### E.49.3  Level 3

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<td><strong>Group 3 (select 1 sub-group)</strong></td>
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<td>Xhosa 111</td>
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<td>Afrikaans / Nederlands Studies 111 (N)</td>
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<td><strong>Group 4 - Life Orientation (select all)</strong></td>
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<td>Community Psych in Education 241</td>
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<td><strong>Group 2 - Languages (select 1 sub-group)</strong></td>
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<td><strong>Group 2.1</strong></td>
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<td>Method of English 301</td>
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<td>Method of English 302</td>
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<td><strong>Group 2.2</strong></td>
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<tr>
<td>Method of Afrikaans 301</td>
<td>TMA301</td>
<td>15</td>
</tr>
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<td>Method of Afrikaans 302</td>
<td>TMA302</td>
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<td><strong>Group 2.3</strong></td>
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<td>Method of Xhosa 301</td>
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<td>Method of Xhosa 302</td>
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<td><strong>Sub-total</strong></td>
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<tr>
<td><strong>Group 3 - Life Orientation (select all)</strong></td>
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<td>Method of Life Orientation 301</td>
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### E.49.5  Level 5

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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>120</td>
</tr>
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</table>
Group 1 – Compulsory (select all)
Education Practice 401
Education 413
Education 423
EDC401  60
EDC413  15
EDC423  15
Sub-total 90

Group 2 – Languages (select 1 module)
Method of English 401
Method of Afrikaans 401
Method of Xhosa 401
TME401  15
TMA401  15
TMX401  15
Sub-total 15

Group 3 - Life Orientation (select all)
Method of Life Orientation 401
TML401  15
Sub-total 15

TOTAL 120

FINAL TOTAL 489.5

E.50 ASSESSMENT
Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.51 PROMOTION RULES
Unless Senate decides otherwise and subject to rule A.3.2.3:

E.51.1 Level 1
Notwithstanding rule A.3.2.3 (a), a student who does not pass all the required modules at Level 1 (60 credits) will not be permitted to renew his/her registration in the following year. No appeals will be considered.

E.51.2 Level 2
A student shall be promoted to the 3rd year level of study on obtaining at least 110 credits and passing Education Practice 101.

E.51.3 Level 3
A student shall be promoted to the 4th year level of study on obtaining at least 215 credits and on passing Education Practice 201.

E.51.4 Level 4
A student shall be promoted to the 5th year level of study on obtaining at least 335 credits and on passing and on passing Education Practice 301.

E.51.5 Level 5
Students will complete the 5th year level of study only when all required modules have been passed and 489.5 credit points have been obtained.

E.52 ADVANCE REGISTRATION
E.52.1 Level 1
Advance registration does not apply to Level 1.

E.52.2 Level 2
E.52.2.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.
E.52.2.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.
E.52.3  Level 3

E.52.3.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.52.3.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.52.4  Level 4

E.52.4.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.52.4.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.53  RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.54  SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.54.1 Students will be trained to teach primarily at the Senior Phase of the GET band.

E.54.2 The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.

E.54.3 The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.

E.54.4 Learning Area Specialisations

E.54.4.1 To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.54.4.2 Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

BACCALAUREUS EDUCATIONIS (Mathematics and Natural Sciences) – 4092

E.55  ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: Baccalaureus Educationis (BEd)

E.55.1 Admission requirements for applicants who matriculated from 2008

(a) The National Senior Certificate for Bachelor’s Degree study plus a score of no less than 27 points calculated according to the University’s approved points system, as well as the following minimum specific subject requirements area:
• Level 4 (50-59%) in English (home or first additional language) and
• Level 3 (40-49%) in Another Language (home or first additional language) and
• Level 3 (40-49%) in Mathematics or Mathematical Literacy

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

In addition to the above, candidates are required to meet the minimum specific subject requirements for the two Learning Area Specialisation combination: Mathematics and Natural Sciences

• Level 4 (50-59%) in English (home or first additional language) and
• Level 3 (40-49%) in Another Language (home or first additional language) and
• Level 4 (50-59%) in Mathematics or
• Level 6 (70-79%) in Mathematical Literacy and
• Level 4 (50-59%) in Life Sciences or
• Level 4 (50-59%) in Physical Sciences

E.55.2 Admission requirements for applicants who matriculated before 2008

(a) A Matriculation Certificate or Exemption Certificate thereof or conditional exemption from the Matriculation Board.

Learning Area Specialisations

To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

OR

(c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

E.55.3 Alternate Admission

Alternate admission requirements for applicants according to Recognition of Prior Learning (RPL)

Students who completed the NSC in 2008 or thereafter, but have not obtained endorsements, will be considered for alternative admission after the age of 23. Such candidates will be required to complete a RPL portfolio development course and submit to a process where relevant learning and/or experience will be assessed.

Candidates who are 23 or older and do not have a matriculation certificate or NSC, but who might have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for particular study programmes, will also be required to complete a RPL portfolio development course or an RPL portfolio process as agreed and to submit to a process where such learning, qualification and/or experience will be assessed.

If the Senior Certificate was obtained before 1977, the candidate must have obtained in the Senior Certificate Examination:

(a) at least 40% in one of the official languages in the Higher Grade;
(b) at least 33% in the remaining official language on the Lower Grade;
(c) at least 40% in two additional subjects.

E.56 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.57 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over four years full time.

E.58 CURRICULUM
### E.58.1 Level 1

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
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</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>EDC111</td>
<td>15</td>
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<tr>
<td>Language Study</td>
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<td>15</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

| Group 2 – Mathematics (select all)                |            |      |
| Mathematics (BEd) 111                             | MAE111     | 15   |
| Mathematics (BEd) 112                             | MAE121     | 15   |
| **Sub-total**                                     |            | 30   |
| **Total**                                         |            | 60   |

### E.58.2 Level 2

<table>
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<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Practice 101</td>
<td>EDC101</td>
<td>15</td>
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<tr>
<td>Life Skills</td>
<td>EDC121</td>
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<tr>
<td>Second Additional Language</td>
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<tr>
<td><strong>Group 2 - Natural Sciences (select all)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Sciences 141</td>
<td>LSC141</td>
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<tr>
<td>Life Sciences 142</td>
<td>LSC142</td>
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</table>

### E.58.3 Level 3

<table>
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<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
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<tr>
<td>Education Practice 201</td>
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</table>

| Group 2 – Mathematics (select all)                |            |      |
| Mathematics (BEd) 211                             | MAE211     | 15   |
| Mathematics (BEd) 221                             | MAE221     | 15   |
| **Sub-total**                                     |            | 30   |

| Group 3 - Natural Sciences (select all)           |            |      |
| Biodiversity and Conservation 211                 | BDC211     | 15   |
| Biodiversity and Conservation 212                 | BDC212     | 15   |
| Physics 116                                       | PHY116     | 15   |
| Chemistry 114                                     | CHE114     | 15   |
| **Sub-total**                                     |            | 60   |
| **Total**                                         |            | 105  |

### E.58.4 Level 4

<table>
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<tr>
<td><strong>Group 1 – Compulsory (select all)</strong></td>
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<tr>
<td>Education Practice 301</td>
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<td>Education 313</td>
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</table>

| Group 2 – Mathematics (select all)                |            |      |
| Mathematics (BEd) 311                             | MAE311     | 15   |
| Mathematics (BEd) 321                             | MAE321     | 15   |
| Method of Mathematics 301                         | TMM301     | 15   |
| Method of Mathematics 302                         | TMM302     | 15   |
| **Sub-total**                                     |            | 60   |

| Group 3 - Natural Science (select all)            |            |      |
| Method of General Science 301                     | GSM301     | 15   |
| Method of General Science 302                     | GSM302     | 15   |
| **Sub-total**                                     |            | 30   |
| **Total**                                         |            | 150  |
E.58.5 Level 5

<table>
<thead>
<tr>
<th>Module Name</th>
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</thead>
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<tr>
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<tr>
<td>Education Practice 401</td>
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<td>Education 413</td>
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<td>Education 423</td>
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<td>Method of Mathematics 401</td>
<td>TMM401</td>
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<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td>15</td>
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<tr>
<td><strong>Group 3 - Natural Science (select all)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method of General Science 401</td>
<td>GSM401</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
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</tr>
<tr>
<td><strong>FINAL TOTAL</strong></td>
<td></td>
<td>510</td>
</tr>
</tbody>
</table>

E.59 PROMOTION RULES

Unless Senate decides otherwise and subject to rule A.3.2.3:

E.59.1 Level 1

Notwithstanding rule A.3.2.3 (a), a student who does not pass all the required modules at Level 1 (60 credits) will not be permitted to renew his/her registration in the following year. No appeals will be considered.

E.59.2 Level 2

A student shall be promoted to the 3rd year level of study on obtaining at least 105 credits and passing Education Practice 101.

E.59.3 Level 3

A student shall be promoted to the 4th year level of study on obtaining at least 210 credits and on passing Education Practice 201.

E.59.4 Level 4

A student shall be promoted to the 5th year level of study on obtaining at least 360 credits and on passing and on passing Education Practice 301.

E.59.5 Level 5

Students will complete the 5th year level of study only when all required modules have been passed and 510 credit points have been obtained.

E.60 ADVANCE REGISTRATION

E.60.1 Level 1

Advance registration does not apply to Level 1.

E.60.2 Level 2

E.60.2.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level.

E.60.2.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.60.3 Level 3

E.60.3.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).
E.60.3.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.60.4 Level 4

E.60.4.1 Students may only register for modules in advance at the next level if they do not have more than 45 credits to make up at the current level (or lower).

E.60.4.2 Repeating students (who have not been promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, provided that the pre-requisites are met and there are no timetable clashes.

E.61 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.62 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.62.1 Students will be trained to teach primarily at the Senior Phase of the GET band.

E.62.2 The Faculty of Education reserves the right not to offer particular learning area specialisations in a particular year.

E.62.3 The two electives chosen will be taken in all four years which will qualify the student to teach in those two learning areas.

E.62.4 Learning Area Specialisations

E.62.4.1 To qualify for admission to ALL Learning Areas, students should obtain at least a Level 4 (50-59%) or a D (HG) or C (SG) in Grade 12 in the subject or area of specialisation.

E.62.4.2 Students will select any two electives from those listed below based on their Grade 12 results:

- Economic and Management Sciences (EMS): Economics, Business Economics and Accounting.
- Languages: Students will follow a general language programme in their first year and then specialize in Afrikaans, English or Xhosa in the second, third and fourth years.
- Life Orientation
- Social Sciences
- Mathematics
- Natural Sciences (Students who choose Natural Sciences as an elective will choose Mathematics as the other elective)

ADVANCED DIPLOMA FOR EDUCATORS OF ADULTS - 4151

E.69 ADMISSION

Unless otherwise determined by the Senate, a student may be admitted to study for the Advanced Diploma for Educators of Adults or register for modules in the Advanced Diploma for Educators of Adults for non-diploma purposes with:

E.69.1 a university degree, or

E.69.2 a full-time, two-year post-matriculation certificate, or

E.69.3 any other qualification of a standard accepted by the Senate as the equivalent of either of the above.

E.70 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.
E.71 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over two years' part-time study.

E.72 CURRICULUM

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Num Code</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
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<td></td>
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<tr>
<td>Social Transformation Adult Education</td>
<td>460101</td>
<td>ADA612</td>
<td>30</td>
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<tr>
<td>Theories and Practice of Adult Learning</td>
<td>460103</td>
<td>ADA611</td>
<td>30</td>
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<tr>
<td>Organisation Management &amp; Development</td>
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<td>ADA616</td>
<td>30</td>
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<tr>
<td>Electives (select 1 module)</td>
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<td></td>
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</tr>
<tr>
<td>Adult Basic Education &amp; Training</td>
<td>460107</td>
<td>ADA615</td>
<td>30</td>
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<tr>
<td>Skills Development Facilitation Workplace Learning</td>
<td>460111</td>
<td>ADA614</td>
<td>30</td>
</tr>
<tr>
<td>Evaluation Research ; Adult Education</td>
<td>460113</td>
<td>ADA613</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E.73 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.74 PROGRESS RULES

Unless Senate decides otherwise, a part time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with his or her studies. A student who accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.75 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.76 SPECIAL REQUIREMENTS FOR THE PROGRAMME

Students may appeal to Senate to have the modules that were taken for non-diploma purposes recognised for the purpose of the Advanced Diploma for Educators of Adults.

HIGHER CERTIFICATE IN EDUCATION TRAINING AND DEVELOPMENT (ADULT LEARNING) - 4701

PLEASE NOTE: There will be no new intake of students into this programme in 2014

E.77 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria in order to be enrolled for the Higher Certificate in Education, Training and Development (Adult Learning)

E.77.1 Admission requirements for applicants who matriculated from 2008

(a) A National Senior Certificate as certified by Umalusi; or

(b) A qualification or level of competence which the Senate has deemed to be equivalent to the requirements stipulated in (a) above; and

(c) At least two years’ experience in adult education, or in a related field.

E.77.2 Admission rules for applicants who matriculated prior to 2008

(a) Either grade 12, Matric, NQF level 4, or equivalent; and

(b) At least two years’ experience in adult education, or in a related field.
E.77 Alternate Admission
Candidates lacking formal entry qualifications may have their prior learning assessed through approved procedures. These will include an oral interview, a written assessment and the presentation of documentary evidence to establish:

(a) The nature and scope of candidate's past community involvement which demonstrates adult education related competencies; and

(b) The ability of a candidate to handle the oral and written demands of the programme.

E.78 SELECTION
As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.79 DURATION
Unless Senate decides otherwise the duration of the programme shall extend over two years' part-time study.

E.80 CURRICULUM

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Num Code</th>
<th>Alpha Code</th>
<th>Cred</th>
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<tbody>
<tr>
<td>Compulsory</td>
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</tr>
<tr>
<td>Course Design and Facilitation 111</td>
<td>401111</td>
<td>HTD111</td>
<td>12</td>
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<td>Course Design and Facilitation 112</td>
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<td>HTD112</td>
<td>24</td>
</tr>
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<td>The Context of Adult Learning 111</td>
<td>401113</td>
<td>CAL111</td>
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<td>The Context of Adult Learning 112</td>
<td>401114</td>
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<td>Organising Skills &amp; Democracy 121</td>
<td>401121</td>
<td>HTD121</td>
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<td>Organising Skills &amp; Democracy 122</td>
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</tr>
<tr>
<td>Group 1</td>
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<td></td>
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<tr>
<td>Training Small Business Developers A</td>
<td>401133</td>
<td>HCA133</td>
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<td>401134</td>
<td>HCA134</td>
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<td>Group 2</td>
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<td>Teaching Literacy A</td>
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<td>HCA135</td>
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<td>Group 3</td>
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<td>Capita Selecta 1A</td>
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<td>ETD122</td>
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<tr>
<td>Capita Selecta 1B</td>
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<td>ETD123</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<td>120</td>
</tr>
</tbody>
</table>

E.81 ASSESSMENT
Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.82 PROGRESS RULES
Unless Senate decides otherwise, a part time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with his or her studies. A student who accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.83 RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.84 SPECIAL REQUIREMENTS FOR THE PROGRAMME
The university reserves the right to change, withdraw, or offer additional modules according to teaching and learning circumstances.
E.85 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria in order to be enrolled for the Higher Certificate in Education, Training and Development (Adult Learning).

E.85.1 Admission requirements for applicants who matriculated from 2008

E.85.1.1 A 120-credit Higher Certificate in Education Training and Development (Adult Learning); or

E.85.1.2 A National Senior Certificate as certified by Umalusi with an achievement rating 3 (moderate achievement 40-49%) or better in four recognised NSC 20-credit subjects; or

E.85.1.3 A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a or b) above; and

E.85.1.4 At least two years’ experience in adult education, or related field.

E.85.2 Admission rules for applicants who matriculated prior to 2008

E.85.2.1 Either grade 12, Matric, NQF level 4 or equivalent; and

E.85.2.2 At least two years’ experience in adult education, or related field; and

E.85.2.3 The CACE Certificate for Educators of Adults; or the Certificate in Education, Training and Development Adult Learning; or recognized equivalent course.

E.86 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.87 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over two years' part-time study.

E.88 CURRICULUM

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Num Code</th>
<th>Alpha Code</th>
<th>Cred</th>
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<tr>
<td>Compulsory</td>
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<tr>
<td>Diversity &amp; Conflict Management A</td>
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<td>Diversity &amp; Conflict Management B</td>
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<td>Group 1</td>
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<tr>
<td>Training Small Business Developers A</td>
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<td>HCA133</td>
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<td>Training Small Business Developers B</td>
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<td>HCA134</td>
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<td>Group 2</td>
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<tr>
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</tbody>
</table>
TOTAL 120

E.89 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.90 PROGRESS RULES

Unless Senate decides otherwise, a part time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with his or her studies. A student who accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.91 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.92 SPECIAL REQUIREMENTS FOR THE PROGRAMME

The University reserves the right to change, withdraw, or offer additional modules according to teaching and learning circumstances.

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE) - 4653

E.93 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: Postgraduate Certificate in Education (PGCE)

E.93.1 To be admitted to the PGCE programme students must be in possession of an approved three-year (360 credit level 6 – in the former 8-level NQF) university degree or national diploma structured for teaching purposes in one of the following ways:

E.93.2 The degree should include subjects/courses in at least two appropriate fields of study which will allow the student to offer teaching methods in school subjects and/or learning areas. A teaching method in an FET school subject should follow an appropriate academic field of study at second year degree level at least.

E.93.3 The degree must include at least one approved SUBJECT/COURSE at third year level and one approved SUBJECT/COURSE at second year level; or

E.93.4 The degree must include at least two approved SUBJECT/COURSE at second year level and one approved SUBJECT/COURSE at first year level; or

E.93.5 The degree must include at least one approved SUBJECT/COURSE at third year level and at least two other approved SUBJECT/COURSE at first year level in the Sciences. (Only courses that give admission to the next year of study are recognised for this combination of courses.)

E.93.6 Students should have selected their subjects in such a way that they would be able to take courses in the method of teaching in two school subjects.

E.93.7 In order to qualify for admission to a subject method in the FET Phase, the subject has to be taken to at least a second year level of study in an approved subject. Students should consult with the Faculty of Education to determine in which subject method courses are offered.

E.94 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.95 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over one year’s full time.
E.96 CURRICULUM

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Practice 401</td>
<td>HDE401</td>
<td>15</td>
</tr>
<tr>
<td>Psychology of Teaching &amp; Learning 413</td>
<td>HDE413</td>
<td>15</td>
</tr>
<tr>
<td>Authority &amp; Discipline Identities 414</td>
<td>HDE414</td>
<td>15</td>
</tr>
<tr>
<td>Learner Achievement Levels 415</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Afrikaans Communication</td>
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<tr>
<td>English Communication</td>
<td>HDE432</td>
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<tr>
<td>African Language Communication</td>
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<tr>
<td>Method of Accounting</td>
<td>MTH408</td>
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<tr>
<td>Method of Afrikaans</td>
<td>MTH411</td>
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<tr>
<td>Method of African Language</td>
<td>MTH410</td>
<td>25</td>
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<tr>
<td>Method of Life Sciences</td>
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<td>Method of Business Economics</td>
<td>MTH401</td>
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<td>Method of Economics</td>
<td>MTH403</td>
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<tr>
<td>Method of English</td>
<td>MTH412</td>
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<td>Method of Physical Science</td>
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<td>Method of History</td>
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<td>Method of Mathematics</td>
<td>MTH416</td>
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<td>Method of Life Orientation</td>
<td>MTH417</td>
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<tr>
<td>Method of Geography 411/ Method of Geography 421</td>
<td>MGE411/ MGE421</td>
<td>25</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>

E.97 ASSESSMENT

E.97.1 Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.97.2 The following assessment rules will also apply to this programme:

E.97.2.1 Written examinations are conducted during the year. The result of these examinations may exempt a student from further class attendance.

E.97.2.2 A supplementary examination may be written in a maximum of three of the compulsory subjects.

E.97.2.3 If a final mark of below 50% but not less than 45% is obtained in Teaching Practice an additional period of supervised practice teaching must be arranged in consultation with the Faculty.

E.97.2.4 Students who pass both languages on the lower grade may write supplementary Examinations in either or both.

E.97.2.5 Students who pass one of the languages on the lower grade and fail the other language, may write a supplementary examination in the lower grade.

E.97.2.6 Students who pass one of the languages on the higher grade and the other language on the lower grade, may write a supplementary examination in the one they have passed on the lower grade.

E.98 PROGRESS RULES

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who passed at least 60 credits may proceed with his/her studies to complete the programme the following year.

E.99 RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

E.100 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.100.1 80% attendance is compulsory for all practicals in the Faculty.

E.100.2 Courses in secondary school teaching method cannot be taken in a subject in which only practical or special courses (e.g. English 105) have been taken, that is a course which will not admit candidates to a second-year course in the subject concerned. These courses are introductory or bridging type courses and does not have the rigour of a content course as stipulated that would lead to competent and confident teaching.

E.100.3 Prospective teachers seeking employment within a particular educational authority need to acquaint themselves with the teacher selection procedures, if any, required by such an authority.

E.100.4 German Special 305 and French 305 are recognized for method purposes as school subjects on a second year basis.

E.100.5

E.100.6 To offer a teaching method in Mathematics/Mathematical literacy, the degree should include either Mathematics II or Mathematics I and Statistics / Mathematical Statistics / Applied Mathematics / Financial Mathematics II at least.

E.100.7 To offer a teaching methods in Physical Sciences for the FET phase the syllabus requires competence in both Physics and Chemistry, for example, Physics II and Chemistry I would be an acceptable combination.

E.100.8 To offer a teaching method in Life Sciences for the FET phase a combination of any two of: Biological Sciences, Biochemistry, Microbiology, Physiology, Botany and Zoology, one at least at second year university degree level, is required (provided a first year course in Biology or Botany and Zoology is also included).

E.100.9 To offer a teaching method in the learning area Natural Sciences for the Senior Phase requires competence in aspects of Physical Geogarp/Environmental Sciences, Physics, Chemistry and Biological Sciences. It is, however, unlikely to find graduates who have covered all of these in one and the same undergraduate programme. A combination of at least two of these at first year level would be regarded as sufficient.

E.100.10 To offer a teaching method in Life Orientation for the FET phase the following should be considered. Life Orientation is an inter-disciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, human movement Science, labour Studies and Industrial Studies, human Rights and Ethics. It is recommended that the prospective student should offer a combination of at least two of the fields in the undergraduate degree, for example Human Movement Sciences and Psychology.

E.100.11 To offer teaching a method in English for the FET phase the degree should include English (language and Literature) at second year level at least. The following are also acceptable provided English I is included in the degree: Applied English language Studies / African Literature / linguistics / literary theory / Communication and media Studies.

E.100.12 In a case where an undergraduate qualification does not fully meet the requirements to offer a specific teaching method an institution may require of a student to concurrently study a module or course to strengthen their disciplinary knowledge while completing the PGCE in order to ensure thorough teaching competence in that area. This is not applicable/cannot be applied to instances where the student does not fully meet the admission requirements for the PGCE.

E.100.13 Students should have selected their subjects in such a way that they would be able to take courses in the method of teaching in two school subjects.
E.100.14 Students should consult with the Faculty of Education to determine in which subject method courses are offered.

E.100.15 Optional subjects: (at most one per semester)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDE428</td>
<td>Teaching and Learning Resource Development</td>
<td>15</td>
</tr>
<tr>
<td>HDE427</td>
<td>Computers in Education</td>
<td>5</td>
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</tbody>
</table>

E.100.15.1 The Faculty reserves the right not to offer any of the optional subjects during a particular year. These are not compulsory, and can be done as extra-mural additional offerings.

E.100.15.2 Students are strongly advised to make use of the facilities for sport and cultural activities in view of the demand for teachers with experience in these aspects of the school programme. Candidates will receive certificates of attendance.

POSTGRADUATE DIPLOMA IN EDUCATION (PGDE) - 4652

The Postgraduate diploma is open to candidates who wish to pursue research in Education but who do not satisfy the entrance requirements for the Magister Educationis. The area of research should be one in which the candidate is deemed to be qualified, and must be relevant to education.

E.101 ADMISSION

Unless senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: Post-Graduate Diploma in Education (PGDE)

Candidates must be in possession of a BEd (Hons) degree or a qualification deemed by the Senate to be the equivalent.

E.102 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.103 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over one year’s full-time or two years part-time study.

E.104 CURRICULUM

Students registered for this programme prior to 2013 should refer to the 2012 Faculty of Education Calendar for rules and information.

The Postgraduate Diploma in Education is offered in the following specialisation areas:

- Adult Education
- Educational Psychology
- Educational Studies
- Language and Literacy
- Educational Leadership and Management
- Mathematics Education
- Science Education
- Higher Education Studies in Teaching and Learning

E.104.1 Adult Education (not offered in 2014)

E.104.2 Educational Psychology
## Compulsory

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
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<tbody>
<tr>
<td>Intro to Educational Research</td>
<td>BED747</td>
<td>15</td>
</tr>
<tr>
<td>Counselling Theory</td>
<td>BED710</td>
<td>15</td>
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<tr>
<td>Counselling Practice</td>
<td>BED709</td>
<td>15</td>
</tr>
<tr>
<td>Development &amp; Learning</td>
<td>BED712</td>
<td>15</td>
</tr>
<tr>
<td>Special Needs &amp; Support Services (2nd)</td>
<td>BED737</td>
<td>15</td>
</tr>
<tr>
<td>Psycho-Educational Assessment</td>
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<tr>
<td>Psychopathology</td>
<td>BED750</td>
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<td>Lifeskills and Health Education</td>
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### E.104.3 Educational Studies

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</tr>
<tr>
<td>South African Education 722</td>
<td>BED740</td>
<td>15</td>
</tr>
<tr>
<td>Metatheory A 700</td>
<td>BED700</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum &amp; Pedagogy A</td>
<td>BED711</td>
<td>15</td>
</tr>
<tr>
<td>Intro to Educational Research</td>
<td>BED747</td>
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<tr>
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<tr>
<td>Educational Management &amp; Leadership</td>
<td>BED716</td>
<td>15</td>
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<tr>
<td>Computers in Education A</td>
<td>BED707</td>
<td>15</td>
</tr>
<tr>
<td>Computers in Education B</td>
<td>BED708</td>
<td>15</td>
</tr>
<tr>
<td>Educational Change Management</td>
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<td>Metatheory A 700</td>
<td>BED700</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum &amp; Pedagogy A</td>
<td>BED711</td>
<td>15</td>
</tr>
<tr>
<td>Intro to Educational Research</td>
<td>BED747</td>
<td>15</td>
</tr>
<tr>
<td>Formal Language Study</td>
<td>BED751</td>
<td>15</td>
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<tr>
<td>Orientation in the Teaching &amp; Learning of Languages</td>
<td>BED720</td>
<td>15</td>
</tr>
<tr>
<td>Sociolinguistics in Education</td>
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<td><strong>Sub-total</strong></td>
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<tr>
<td>Adolescent Literature</td>
<td>BED752</td>
<td>15</td>
</tr>
<tr>
<td>Language in Education Policy</td>
<td>BED754</td>
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</tr>
<tr>
<td>ICTs in Language Education</td>
<td>BED753</td>
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<td>Any appropriate honours module of at least 15 credits from either English, Afrikaans, Xhosa or Linguistics Departments approved by the HoD</td>
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### E.104.5 Educational Leadership and Management

<table>
<thead>
<tr>
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</tr>
<tr>
<td>South African Education 722</td>
<td>BED740</td>
<td>15</td>
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<tr>
<td>Metatheory A 700</td>
<td>BED700</td>
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<tr>
<td>Curriculum &amp; Pedagogy A</td>
<td>BED711</td>
<td>15</td>
</tr>
<tr>
<td>Intro to Educational Research</td>
<td>BED747</td>
<td>15</td>
</tr>
</tbody>
</table>
Electives (select 4 modules)
Educational Management & Leadership  BED716  15
Computers in Education A  BED707  15
Educational Change management  BED748  15
Key Issues in Educational Leadership  BED755  15
Sub-total  60

TOTAL  120

E.104.6 Mathematics Education

Module Name  Alpha Code  Cred
Compulsory
Metatheory A 700  BED700  15
Curriculum & Pedagogy A  BED711  15
Intro to Educational Research  BED747  15
Mathematics Education A  BED718  15
Mathematics Education B  BED719  15
Sub-total  75

Electives (select 3 modules)
Educational Change management  BED748  15
Educational Management & Leadership  BED716  15
Any appropriate modules in mathematics of at least 15 credits approved by the HoD  15
Sub-total  30
TOTAL  120

E.104.7 Science Education

Module Name  Alpha Code  Cred
Compulsory
Science Education A  BED724  15
Science Education B  BED725  15
Science Education C  BED731  15
Science Education D  BED732  15
Sub-total  60

Electives (select 2 modules)
South African Education 722  BED740  15
Metatheory A 700  BED700  15
Curriculum & Pedagogy A  BED711  15
Any appropriate honours module of at least 15 credits from the Faculty of Science approved by the HoD  15
Sub-total  60
TOTAL  120

POSTGRADUATE DIPLOMA: HIGHER EDUCATION STUDIES (Teaching & Learning) – 4655

E.105 ADMISSION
A Bachelor's degree (or equivalent, as approved by the relevant university Senate) is required.
At least two years' teaching or related experience in higher education.

E.106 SELECTION
As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.107 CURRICULUM
Module Name | Alpha Code | Cred
---|---|---
Compulsory
Teaching and Learning in Higher Education | HES711 | 30
Assessment in Higher Education | HES712 | 30
Research for Enhancing Teaching and Learning | HES716 | 30
Electives (select 1 module)
ICTs: Teaching and Learning | HES713 | 30
Service Learning and Community Engagement | HES714 | 30
Citizenship, Social Inclusion (and Difference) | HES715 | 30
Academic Leadership and Management | HES717 | 30
Work and Learning | HES718 | 30
Postgraduate Supervision | HES719 | 30
TOTAL | | 120

E.108 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.109 PROGRESS RULES

E.109.1 Full-time

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who passed at least 60 credits may proceed with his/her studies to complete the programme the following year.

E.109.2 Part-time

Unless Senate decides otherwise, a part time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with his or her studies. A student who accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

E.110 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A. 4.1.2, as stipulated in the University Calendar: General Information Part 1.

E.111 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.111.1 A candidate who has obtained a Postgraduate Diploma in Education from the University of the Western Cape may subsequently apply to register for an MEd or MPhil degree.

E.111.2 Faculty Board may decide to require that candidates register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

BACHELOR OF EDUCATION (HONOURS) DEGREE - (4115-F/T) / (4116-P/T)

E.112 ADMISSION

Unless otherwise determined by the Senate, students may be admitted to study for the BEd (Hons) degree or register for a single BEd (Hons) module for extra-curricular enhancement purposes only after obtaining:

E.112.1 A university degree and an approved teacher's diploma, or qualifications agreed by the Senate to be equivalent, or

E.112.2 A Higher Diploma in Education (Non-graduate) awarded by the University of the Western Cape, or

E.112.3 Teaching qualification(s) recognised by the University as equivalent to M+4.

E.112.4 An Advanced Certificate in Education at NQF Level 6

E.113 SELECTION
As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.114 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over one year’s full-time or two years part-time study.

E.115 CURRICULUM

Students registered for this programme prior to 2013 should refer to the 2012 Faculty of Education Calendar for rules and information.

The Honours programme is offered in the following specialisation areas in Education:

- Adult Education
- Educational Psychology
- Educational Studies
- Language and Literacy
- Educational Leadership and Management
- Mathematics Education
- Science Education

E.115.1 Adult Education (not offered in 2014)

E.115.2 Educational Psychology

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
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<tbody>
<tr>
<td>Intro to Educational Research</td>
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</tr>
<tr>
<td>Educational Psychology Research Project</td>
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<td>Counselling Theory</td>
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<tr>
<td>Counselling Practice</td>
<td>BED709</td>
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<td>Development &amp; Learning</td>
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<td>Special Needs &amp; Support Services (2nd)</td>
<td>BED737</td>
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<td>Psycho-Educational Assessment</td>
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<td>Psychopathology</td>
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E.115.3 Educational Studies

<table>
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<tr>
<th>Module Name</th>
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<tbody>
<tr>
<td>South African Education</td>
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<td>Metatheory A 700</td>
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<td>Curriculum &amp; Pedagogy A</td>
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Electives (select 3 modules)

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<td>Educational Change management</td>
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<td>Key Issues In Leadership</td>
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E.115.4 Language and Literacy
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<td>Intro to Educational Research</td>
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</tr>
<tr>
<td>Research Project B (Comparative Education)</td>
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<tr>
<td>Formal Language Study</td>
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<td>Orientation in the Teaching &amp; Learning of Languages</td>
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E.115.5  Educational Leadership and Management

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<tr>
<td>Curriculum &amp; Pedagogy A</td>
<td>BED711</td>
<td>15</td>
</tr>
<tr>
<td>Intro to Educational Research</td>
<td>BED747</td>
<td>15</td>
</tr>
<tr>
<td>Research Project B (Comparative Education)</td>
<td>BED742</td>
<td>15</td>
</tr>
<tr>
<td>Educational Management &amp; Leadership</td>
<td>BED716</td>
<td>15</td>
</tr>
<tr>
<td>Key Issues in Educational Leadership</td>
<td>BED755</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td>105</td>
</tr>
<tr>
<td><strong>Electives (select 1 module)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Change management</td>
<td>BED748</td>
<td>15</td>
</tr>
<tr>
<td>Computers in Education A</td>
<td>BED707</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

E.115.6  Mathematics Education

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metatheory A 700</td>
<td>BED700</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum &amp; Pedagogy A</td>
<td>BED711</td>
<td>15</td>
</tr>
<tr>
<td>Intro to Educational Research</td>
<td>BED747</td>
<td>15</td>
</tr>
<tr>
<td>Research Project B (Comparative Education)</td>
<td>BED742</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Education A</td>
<td>BED718</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Education B</td>
<td>BED719</td>
<td>15</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td>90</td>
</tr>
<tr>
<td><strong>Electives (select 2 modules)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers in Education A</td>
<td>BED707</td>
<td>15</td>
</tr>
<tr>
<td>Computers in Education B</td>
<td>BED708</td>
<td>15</td>
</tr>
<tr>
<td>Science Education A</td>
<td>BED724</td>
<td>15</td>
</tr>
<tr>
<td>Science Education B</td>
<td>BED725</td>
<td>15</td>
</tr>
<tr>
<td>Education, Management and Leadership</td>
<td>BED716</td>
<td>16</td>
</tr>
<tr>
<td>Key Issues In Leadership</td>
<td>BED755</td>
<td>15</td>
</tr>
<tr>
<td>Educational Change management</td>
<td>BED748</td>
<td>15</td>
</tr>
</tbody>
</table>
Any appropriate module in mathematics of at least 15 credits approved by the HoD

<table>
<thead>
<tr>
<th>Sub-total</th>
<th>15</th>
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</thead>
</table>

| TOTAL | 30 |

**E.115.7 Science Education**

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Education A</td>
<td>BED724</td>
<td>15</td>
</tr>
<tr>
<td>Science Education B</td>
<td>BED725</td>
<td>15</td>
</tr>
<tr>
<td>Science Education C (offered in 2015)</td>
<td>BED731</td>
<td>15</td>
</tr>
<tr>
<td>Science Education D (offered in 2015)</td>
<td>BED732</td>
<td>15</td>
</tr>
<tr>
<td>Introduction to Research</td>
<td>BED747</td>
<td>15</td>
</tr>
<tr>
<td>Research Project</td>
<td>BED742</td>
<td>15</td>
</tr>
</tbody>
</table>

| Sub-total | 60 |

**Electives (select 2 modules)**

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>South African Education</td>
<td>BED740</td>
<td>15</td>
</tr>
<tr>
<td>Metatheory A 700</td>
<td>BED700</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum &amp; Pedagogy A</td>
<td>BED711</td>
<td>15</td>
</tr>
<tr>
<td>Computers in Education A</td>
<td>BED707</td>
<td>15</td>
</tr>
<tr>
<td>Computers in Education B</td>
<td>BED708</td>
<td>15</td>
</tr>
<tr>
<td>Education, Management and Leadership</td>
<td>BED716</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Education A</td>
<td>BED718</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Education B</td>
<td>BED719</td>
<td>15</td>
</tr>
<tr>
<td>Education Change Management</td>
<td>BED748</td>
<td>15</td>
</tr>
<tr>
<td>Key Issues In Leadership</td>
<td>BED755</td>
<td>15</td>
</tr>
<tr>
<td>Any appropriate honours module of at least 15 credits from the Faculty of Science approved by the HoD</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

| Sub-total | 60 |

| TOTAL | 120 |

**E.116 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

**E.116 PROGRESS RULES**

**E.116.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who passed at least 60 credits may proceed with his/her studies to complete the programme the following year.

**E.116.2 Part-time**

Unless Senate decides otherwise, a part time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with his or her studies. A student who accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

**E.117 RENEWAL OF REGISTRATION**

The renewal of registration will be governed by the Rule A.4.1.2, as stipulated in the University Calendar: General Information Part 1.

**E.118 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**E.118.1** Students may appeal to Senate to have their modules taken for extra-curricular enhancement purposes recognised for the purposes of a BEd (Hons) degree.

**E.118.2** 80% attendance is compulsory for all modules in the BEd (Hons) programme.
E.118.3 The elective modules will be selected from the list of semester modules available, subject to prerequisites and limitations. Students are strongly advised to take one of the research modules on offer.

E.118.4 The Senate reserves the right to require BEd (Hons) students to satisfy coursework requirements, in addition to passing the appropriate examinations, before the degree shall be awarded. Prerequisites and limitations for the various modules and areas of focus, will be found in the Student Guide.

E.118.5 The Senate reserves the right not to offer a given area of focus or module every year and to offer additional areas of focus or modules. The Student Guide may be consulted in this regard.

E.118.6 The offering of areas of focus for which fewer than ten students register, is at the discretion of the Senate.

E.118.7 The maximum number of semester modules which can be taken per semester is five in the case of a full-time student and two in the case of a part-time student.

E.118.8 Students may, as part of their area of focus and up to a maximum of the equivalent of two semester modules, select an available module from the Advanced Diploma for Educators of Adults or enrol for a module at Honours or equivalent level in another Faculty in the University. Information on the conditions under which this option may be exercised, will be found in the Student Guide.

E.118.9 Intro to Educational Research (BED747) needs to have a pass mark of 60% in order for the student to proceed to do Research Project B (BED742)

MASTER OF EDUCATION (MEd) DEGREE (Structured) - 4817

E.119 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: Master of Education

E.119.1 Candidates may be admitted to the programme only after obtaining the BEd (Hons) or an equivalent degree, or a Postgraduate Diploma in Education, or

E.119.2 may register for a single MEd course as an occasional student for non-degree purposes under the provision of Rule A.3.1.12(b).

E.120 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.121 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over one year’s full-time or two years part-time study.

E.122 CURRICULUM

Students registered for this programme prior to 2013 should refer to the 2012 Faculty of Education Calendar for rules and information.

The Structured Master programme is offered in the following specialisation areas in Education:

- Adult Learning and Global Change
- Curriculum Studies
- Educational Studies
- Language and Literacy
- Educational Leadership and Management
- Mathematics Education
- Science Education
• Educational Psychology

E.122.1 Adult Learning and Global Change (not offered in 2014)

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>ACG822</td>
<td>30</td>
</tr>
<tr>
<td>Understanding Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global and Local Learning</td>
<td>ACG815</td>
<td>30</td>
</tr>
<tr>
<td>Adult Learning Contexts and Perspectives</td>
<td>ACG812</td>
<td>30</td>
</tr>
<tr>
<td>1st Enrolment</td>
<td>AET803</td>
<td>90</td>
</tr>
<tr>
<td>Masters Mini-Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Enrolment</td>
<td>AET804</td>
<td></td>
</tr>
<tr>
<td>Masters Mini-Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (select 1 module)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work and Learning</td>
<td>ACG821</td>
<td>30</td>
</tr>
<tr>
<td>Fostering Learning in Professional Practice</td>
<td>ACG813</td>
<td>30</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>210</td>
</tr>
</tbody>
</table>

E.122.2 Curriculum Studies

Please consult the faculty for the curriculum.

E.122.3 Educational Studies

Please consult the faculty for the curriculum.

E.122.4 Language Literacy

Please consult the faculty for the curriculum.

E.122.5 Educational Leadership and Management

Please consult the faculty for the curriculum.

E.122.6 Mathematics Education

Please consult the faculty for the curriculum.

E.122.7 Science Education

Please consult the faculty for the curriculum.

E.122.8 Educational Psychology

Please consult the faculty for the curriculum

E.123 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.124 PROGRESS RULES

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made during the current year.

E.125 RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.4.3.2, as stipulated in the University Calendar: General Information Part 1.

E.126 SPECIAL REQUIREMENTS FOR THE PROGRAMME

E.126.1 Students may appeal to Senate to have their modules for non-degree purposes recognised for the purpose of a MEd degree.

E.126.2 Students who wish to register with the Professional Board for Psychology as Educational Psychologists must be selected into the MPsych or PhD curriculum offered in the Department of Psychology.

E.126.3 The Senate reserves the right not to offer a given structured Master's programme each year. The Faculty Office may be consulted in this regard.

E.126.4 Faculty Board may decide to require that candidates register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

E.126.5 Awarding the Postgraduate Diploma in Education to candidates who have completed certain requirements for the MEd degree.

E.126.5.1 Registered students who have successfully completed the coursework part of their Master's degree and whose mini-thesis has not been submitted for examination within a period of two years thereafter, will have the Postgraduate Diploma in Education conferred on them, unless given an extension by Senate.

E.126.5.2 In order to complete the Postgraduate Diploma in Education (PGDE), a candidate must obtain a final mark of at least 50% for each module and earn 120 credit points.

MASTER OF EDUCATION (MEd) DEGREE (Thesis) - 4801

E.127 ADMISSION

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: Master of Education

E.127.1 Candidates may be admitted to the programme only after obtaining the BEd (Hons) or an equivalent degree, or a Postgraduate Diploma in Education, or

E.127.2 May register for a single MEd course as an occasional student for non-degree purposes.

E.128 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.129 DURATION

Unless Senate decides otherwise the duration of the programme shall extend over one year’s full-time or two years part-time study.

E.130 CURRICULUM

Students registered for this programme prior to 2013 should refer to the 2012 Faculty of Education Calendar for rules and information.

The Full Thesis Master programme is offered in the following specialisation areas in Education:

- Adult Learning and Global Change
- Curriculum Studies
- Educational Studies
- Language and Literacy
• Educational Leadership and Management
• Mathematics Education
• Science Education
• Educational Psychology

E.130.1 Adult Learning and Global Change

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Enrolment Master Thesis</td>
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</tr>
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<td>2nd Enrolment Master Thesis</td>
<td>AET801</td>
<td>180</td>
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</table>

E.130.2 Curriculum Studies

Please consult the faculty for the curriculum.

E.130.3 Educational Studies

Please consult the faculty for the curriculum.

E.130.4 Language and Literacy

Please consult the faculty for the curriculum.

E.130.5 Educational Leadership and Management

Please consult the faculty for the curriculum.

E.130.6 Mathematics Education

Please consult the faculty for the curriculum.

E.129.7 Science Education

Please consult the faculty for the curriculum.

E.130.8 Educational Psychology

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Enrolment Master Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Enrolment Master Thesis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E.131 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.132 PROGRESS RULES

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made during the current year.

E.133 RENEWAL OF REGISTRATION
The renewal of registration will be governed by the Rule A.4.3.2, as stipulated in the University Calendar: General Information Part 1.

**E.134 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

Faculty Board may decide to require that candidates register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

**MASTER OF EDUCATION (ADULT LEARNING AND GLOBAL CHANGE) DEGREE - 4830**

**E.136 ADMISSION**

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the programme: **Master of Education**

Candidates are admitted to study the Magister Educationis degree only after obtaining the BEd (Hons) degree or a qualification deemed by the Senate to be the equivalent.

**E.137 SELECTION**

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

**E.138 DURATION**

Unless Senate decides otherwise the duration of the programme shall extend over two years part-time study.

**E.139 CURRICULUM**

The curriculum consist of eight courses with sixteen modules. The eight modules focus on different content themes or 'perspectives', designed to be applicable to students with interest or background in any context. Six of the modules focus on research methods and a research project. Two modules deal with integration of the course and the development of a 'capacity envelope' entitled 'Locating oneself in global learning'. Detailed course outlines are available on request. The courses are:

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning: Context and Perspectives</td>
<td>ACG812</td>
<td>15</td>
</tr>
<tr>
<td>Understanding Research</td>
<td>ACG822</td>
<td>15</td>
</tr>
<tr>
<td>Global/Local Learning</td>
<td>ACG815</td>
<td>15</td>
</tr>
<tr>
<td>Fostering Learning in Professional Practices</td>
<td>ACG813</td>
<td>15</td>
</tr>
<tr>
<td>Work and Learning</td>
<td>ACG821</td>
<td>15</td>
</tr>
<tr>
<td>Locating Oneself in Global Learning</td>
<td>ACG811</td>
<td>15</td>
</tr>
<tr>
<td>Local Options A</td>
<td>ACG814</td>
<td>15</td>
</tr>
<tr>
<td>Local Options B</td>
<td>ACG816</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**E.140 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

**E.141 PROGRESS RULES**

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made during the current year.

**E.142 RENEWAL OF REGISTRATION**
The renewal of registration will be governed by the Rule A.4.3.2, as stipulated in the University Calendar: General Information Part 1.

E.143 SPECIAL REQUIREMENTS FOR THE PROGRAMME

Faculty Board may decide to require that candidates register for an additional module (or modules) if, in its view, certain new developments in the field of study have made it necessary.

DOCTOR OF PHILOSOPHY (PhD) - 4909

E.144 ADMISSION

Candidates will be admitted to study for the PhD programme after obtaining an MEd or any other approved Master’s degree. The area of research should be one in which the candidate is deemed to be qualified and must be relevant to education.

E.145 DURATION

Unless Senate decides otherwise, the minimum duration of the programme shall be two years.

E.146 SELECTION

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

E.147 CURRICULUM

Students registered for this programme prior to 2013 should refer to the 2012 Faculty of Education Calendar for rules and information.

The PhD programme is offered in the following specialisation areas in Education:

- Adult Education
- Curriculum Studies
- Educational Studies
- Language and Literacy
- Educational Leadership and Management
- Mathematics Education
- Science Education
- Educational Psychology

E.147.1 Adult Learning and Global Change

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Enrolment</td>
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<td></td>
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<tr>
<td>Doctoral Thesis</td>
<td>AET901</td>
<td>360</td>
</tr>
<tr>
<td>2nd Enrolment</td>
<td>AET902</td>
<td></td>
</tr>
<tr>
<td>Doctoral Thesis</td>
<td>TOTAL</td>
<td>360</td>
</tr>
</tbody>
</table>

E.147.2 Curriculum Studies

Please consult the faculty for the curriculum.

E.147.3 Educational Studies

Please consult the faculty for the curriculum.

E.147.4 Language and Literacy
Please consult the faculty for the curriculum.

E.147.5 Educational Leadership and Management

Please consult the faculty for the curriculum.

E.147.6 Mathematics Education

Please consult the faculty for the curriculum.

E.147.7 Science Education

Please consult the faculty for the curriculum.

E.147.8 Educational Psychology

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Alpha Code</th>
<th>Cred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Thesis</td>
<td>EDP901</td>
<td>360</td>
</tr>
<tr>
<td>2nd Enrolment</td>
<td>EDP902</td>
<td>TOTAL 360</td>
</tr>
</tbody>
</table>

E.148 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

E.149 PROGRESS RULES

Registration for the following year of study will be recommended by the supervisor if in his/her opinion adequate progress has been made during the current year.

E.150 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.4.5.3, as stipulated in the University Calendar: General Information Part 1.

E.151 SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.

DISCONTINUED PROGRAMMES

PLEASE NOTE: The following programmes will not be offered in 2014. Please consult the 2012 Faculty of Education Calendar for rules pertaining to these programmes.

1. Advanced Certificate in Education (Special Educational Needs) - 4312
2. Advanced Certificate in Education (Hiv/Aids Education & Counselling) - 4231
3. Advanced Certificate in Education (Lifeskills & Health Promotion) - 4232
4. Advanced Certificate in Education (Mathematics) - 4314
5. Advanced Certificate in Education (Science Education): (Get - 4221) & (Fet – 4225) consult Faculty regards to availability of programme
6. Advanced Certificate in Education (Technology Education) - 4333
7. Advanced Certificate in Education (Science & Technology)
8. Advanced Certificate in Education (School Leadership) – 4700 – will be offered in 2014 (tender only)
9. Advanced Certificate in Education (Language Education) - 4600
10. Advanced Certificate in Education (Accounting) – 4234
11. Advanced Certificate in Education (Integrating Values & Human Rights i in the Curriculum) – 4721
12. Diploma in Education, Training And Development (Workplace Learning) - 4705
13. National Professional Diploma In Education (NPDE) - 4611
### Module Descriptors

**Note:** The specifications of learning time in UWC’s module descriptors are subject to change according to circumstances such as timetabling and other practical considerations. The analysis of learning time therefore is purely indicative. However, the overall number of notional learning hours for each module is linked to credit value and is therefore fixed.

**Bachelor of Education (BEd)**

#### First Year

<table>
<thead>
<tr>
<th><strong>Home Department</strong></th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Topic</strong></td>
<td>Education Practice 101</td>
</tr>
<tr>
<td><strong>Generic Module Name</strong></td>
<td>Education Practice 101</td>
</tr>
<tr>
<td><strong>Alpha-numeric Code</strong></td>
<td>EDC101</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>15</td>
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<tr>
<td><strong>Duration</strong></td>
<td>Year</td>
</tr>
<tr>
<td><strong>Proposed semester/term</strong></td>
<td>Semester 1 and Semester 2</td>
</tr>
</tbody>
</table>

#### Programmes in which the module will be offered

| **Programmes in which the module will be offered** | BEd |

#### Level

| **Level** | 5 |

#### Main Outcomes

- At the end of this module, students will:
  - Reflect on the change from school learner to university student and student teacher.
  - Develop academic orientations
  - Understand the social functions of schools within society
  - Reflect on the physical, social, instructional dimensions of classrooms.
  - Demonstrate an understanding of the world of the teacher.
  - Develop an orientation to teaching as a Profession.
  - Understand and critique different approaches to classroom practice – e.g. transmission vs. co-operative teaching
  - Know the 7 roles of educators and what it means to be a competent teacher in terms of the Norms and Standards for Educators.
  - Link education theory to practice.

#### Main Content

- Introduction to the Norms and Standards for Educators
- Introspection of reasons for entering profession.
- Why would different educators teach the same topics/concepts differently – highlighting how different views of society impact on educational perspectives, curriculum planning and learning.
- Understand the impact of school contexts on classroom practice.
- Identification and exploration of qualities of an effective teacher.
- Contextual issues – discipline etc.
- Exploring and unpacking classroom group dynamics
- Transmission vs. Co-operative teaching
- Challenges in education
- Academic reading and writing conventions
- Introduction to the Lesson Planning process/principles.
- Analyzing Teaching vignettes – linking basic theory to practice.

#### Pre-requisite modules

| **Pre-requisite modules** | None |

#### Co-requisite modules

| **Co-requisite modules** | None |

#### Prohibited module Combination

| **Prohibited module Combination** | None |
Breakdown of Learning Time

| Contact with lecturer / tutor: | 56 | Lectures p.w. | 2 |
| Assignments & tasks: | 24 | Practical p.w. | 1 |
| Pracitcals: | 20 | Tutorials p.w. | 0 |
| Tests & examinations: | None |
| Selfstudy | 40 |
| Other: Research Project | 10 |
| Total Learning Time | 150 |

Methods of Student Assessment

- Assignments
- Mini Presentations/ Micro-teaching
- Research exercises (Interviews / Personal reflections)
- Attendance

Home Department

Education

Module Topic

Literacy & Numeracy

Generic Module Name

Literacy & Numeracy

Alpha-numeric Code

EDC111

Credit Value

15

Duration

1 Semester

Proposed semester/term

Semester 1

Programmes in which the module will be offered

BEd

Level

5

Main Outcomes

By the end of the module students should be able to:

- understand the range of metacognitive and discourse-based strategies that will improve their ability to engage with academic reading and writing tasks.
- develop an awareness of the social, personal, cognitive and knowledge-building aspects of reading and writing.
- explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc.
- use basic technological tools like excel and the basic four function calculator to do calculations related to measurement; costs; percentages, interest and measures of central tendency
- create, interpret and manipulate or transform basic statistical information (tables, charts, graphs, etc.)

Main Content

Reading for learning:

- active reading skills and strategies across a range of disciplines: predicting, skimming, scanning, understanding textual organization and recognizing key discourse features,
- making notes
- summarizing
- using discourse and language clues to track the development of an argument and identify/evaluate the author’s position and evidence
- critical language awareness: recognizing the impact of language choices and patterns

Writing for learning:

- Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality,
Understanding that writing takes place in particular contexts and situations, and has particular goals for particular audiences,

- Developing authorial voice and adapting that voice to different audiences,
- Planning, brainstorming, drawing up outlines, structuring an argument using appropriate discourse features, etc.
- Drafting
- Editing
- Carrying out on-line writing or other tasks

### Information Literacy

- using the library catalogue and databases
- citing sources and compiling reference lists using appropriate conventions
- drawing tasks and texts from a range of disciplines and exploring different disciplinary demands

### Numeracy for daily living

- Using basic technological tools like Excel and the four function calculator to do calculations related to measurement; costs; percentages, interest and measures of central tendency
- Using Excel documents, to convert data into charts or graphs
- Accurately interpreting tables, graphs and charts, manipulating or transforming data, and writing up analyses.

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
<td>None</td>
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</table>

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>30</td>
<td>Lectures p.w.</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
<td>30</td>
<td>Practical p.w.</td>
</tr>
<tr>
<td>Practicals/Tutorials:</td>
<td>20</td>
<td>Tutorials p.w.</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
<td>10</td>
<td></td>
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<tr>
<td>Selfstudy</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td>10</td>
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<tr>
<td><strong>Total Learning Time</strong></td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

### Methods of Student Assessment

- Test (20%)
- Assignment (40%)
- Exam (40%)

### Home Department

- Education

### Module Topic

- Lifeskills

### Generic Module Name

- Lifeskills

### Alpha-numeric Code

- EDC121

### Credit Value

- 15

### Duration

- Semester

### Proposed semester/term

- 1

### Programmes in which the module will be offered

- BEd

### Level

- 5

### Main Outcomes

- At the end of this module, students will be able to:
  - Use newly developed intra and interpersonal skills in their interactions with learners
  - Distinguish between Life Skills, Life Orientation, Health Education, and Health Promotion
• Identify youth at risk in terms of Sexual and Reproductive Health; Alcohol, Tobacco and other Substance Use; Fitness and Nutrition; Interpersonal Violence, and HIV and AIDS
• Foster and develop resilience in youth through Lifeskills interventions
• Design and facilitate Life Skills Programmes
• Reflect on prejudices regarding HIV and AIDS and engage critically with issues of stigma and discrimination, as this directly impacts on affected children and adults
• Understand the needs of learners affected by HIV/AIDS and refer appropriately
• Employ listening and support skills to better respond to learners, parents and colleagues who may need ‘counseling’, specifically in the area of HIV and AIDS

Main Content

• Designing and facilitating Life Skills Programmes
• The theoretical foundations of a Life Skills Approach
• Risk and resilience in youth
• Combating stigma and discrimination around HIV and AIDS
• HIV/AIDS: Transmission, prevention strategies and treatment interventions
• The impact of HIV/AIDS on individuals and systems
• The role of educators in the lives of children affected by HIV and AIDS: Counselling care and support
• Education policy on HIV/AIDS in South Africa

Pre-requisite modules
None
Co-requisite modules
None
Prohibited module Combination
None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>Contact with lecturer / tutor: 28</th>
<th>Lectures p.w. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignments &amp; tasks: 27</td>
<td>Practical p.w. 0</td>
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<tr>
<td></td>
<td>Practical: 5</td>
<td>Tutorials p.w. 0</td>
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<tr>
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<td>Tests &amp; examinations: 7</td>
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B. Time-table Requirement per week

<table>
<thead>
<tr>
<th></th>
<th>Lectures p.w.</th>
<th>Practical p.w.</th>
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<tbody>
<tr>
<td>Contact with tutor:</td>
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</tr>
<tr>
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<tr>
<td>Practical:</td>
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</table>

Methods of Student Assessment

<table>
<thead>
<tr>
<th></th>
<th>Tests, assignments, tasks: 60%</th>
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</thead>
<tbody>
<tr>
<td>Examinations:</td>
<td>40%</td>
</tr>
</tbody>
</table>

Home Department
Education

Module Topic
Second Additional Language for the classroom

Generic Module Name
Second Additional Language

Alpha-numeric Code
EDC122

Credit Value
15

Duration
1 Semester

Proposed semester/term
Semester 2

Programmes in which the module will be offered
BEd

Level
5

Main Outcomes
By the end of this module students should be able to:
• Show a basic understanding of the morpho-phonological, lexical and syntactic structure of the target language.
• Have elementary communication in the target language within the classroom context.
• Listen and respond appropriately to different forms of the language in different classroom situations.
• Demonstrate elementary reading skills in the target language.
• Create and write elementary texts in the target language.

Main Content
The course aims at developing the students basic language skills:
- Listening, speaking, reading and writing.
- Basic language structure
- Functional discourse
- Language for mediation and intervention across the curriculum

| Pre-requisite modules | None |
| Co-requisite modules | None |
| Prohibited module Combination | None |

### A.Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>30</td>
<td>Lectures p.w.</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
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<td>Practicals p.w.</td>
</tr>
<tr>
<td>Practicals/Tutorials:</td>
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<td>Tutorials p.w.</td>
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<tr>
<td>Tests &amp; examinations:</td>
<td>10</td>
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<tr>
<td>Data Collection</td>
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<tr>
<td><strong>Total Learning Time</strong>:</td>
<td><strong>150</strong></td>
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</tr>
</tbody>
</table>

### Methods of Student Assessment

- Oral and Poster Presentation (20%)
- Test (20%)
- Assignment (20%)
- Exam (40%)
### Selfstudy

<table>
<thead>
<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>40</td>
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</tbody>
</table>

### Total Learning Time

<table>
<thead>
<tr>
<th>Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

### Assessment Methods

- Continuous Assessment/Coursework = 60% (Assignments, projects & tests)
- Examination = 40%
- Total = 100%

### Home Department

Educational Psychology

### Module Topic

Inclusive Education

### Generic Module Name

Introduction to Inclusive Education

### Alpha-numeric Code

ESP142

### Credit Value

10

### Duration

Semester

### Proposed semester/term

Semester 1

### Programmes in which the module will be offered

B.Ed

### Level

5

### Main Outcomes

By the end of this module students should be able to:
- Distinguish between Specialised Education and Inclusive Education.
- Describe inclusive education philosophy, its principles, legal and policy framework.
- Explain “diversity”, “disability” and “needs”
- Analyse the impact of labels and labeling
- Identify special educational needs and barriers to learning and development.
- Explain inclusive teaching and learning.
- Critically analyse teaching practices.
- Describe the role of Institutional Level Support Teams and District Based Support Teams
- Explain collaborative consultation

### Main Content

- Introduction to Specialised Education and Inclusive Education.
- Inclusive Education principles and policy framework
- Diversity, Disability or Needs
- Labels and labeling
- Introduction to barriers to learning and development
- Inclusive Teaching
- The role of Institutional Level Support Teams and District Based Support Teams
- Collaborative consultation

### Pre-requisite modules

None

### Co-requisite modules

None

### Prohibited module Combination

None

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Lectures p.w.</th>
<th>2 hours</th>
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<tbody>
<tr>
<td>Practical p.w.</td>
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</table>

### B. Time-table Requirement per week

<table>
<thead>
<tr>
<th>Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

### Methods of Student Assessment

- Tests, assignments, projects, tasks: 60%
- Examination: 40%

---

**Home Department**

Educational Psychology

**Module Topic**

Introduction to Community and Health Psychology

**Generic Module Name**

Introduction to Community and Health Psychology 124

**Alpha-numeric Code**

PSY124

**Level**

5
<table>
<thead>
<tr>
<th>Credit Value</th>
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<td>Duration</td>
<td>Semester</td>
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</tr>
<tr>
<td>Year level</td>
<td>1</td>
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</tbody>
</table>

### Main Outcomes

At the end of this module students should be able to:
- define Community and Health Psychology
- familiarize themselves with the developments within Community and Health Psychology
- know the epistemologies underlying the disciplines of Community and Health Psychology
- know central approaches and intervention strategies within Community and Health Psychology

### Main Content

- Defining Community and Health Psychology
- The history of Community and Health Psychology locally and internationally
- Primary epistemologies for understanding human behavior and experience in Community and Health Psychology
- Central approaches and intervention strategies in Community and Health Psychology

### Pre-requisite modules
None

### Co-requisite modules
None

### Prohibited module Combination
None

#### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Self-study</td>
<td>42</td>
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<tr>
<td>Test &amp; examination</td>
<td>10</td>
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</table>

**Total Learning Time** 75

#### Method of Student Assessment
- Continuous Assessment: 50%
- Final Assessment: 50%

### Assessment Module type
CFA

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Educational Psychology</th>
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<tbody>
<tr>
<td>Module Topic</td>
<td>Social Psychology in Education</td>
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<td>Duration and semester Offered</td>
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<tr>
<td>Programmes in which the module is offered.</td>
<td>B.Ed</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
</tbody>
</table>

### Main Outcomes

By the end of this module students should be able to:
- Explain Culture
- Provide and Discuss examples of conflict and compatibilities between home and school cultures.
- List and describe several ways in which learners of different ethnic and cultural backgrounds may behave differently
- Explain likely gender differences and similarities
- Describe the school’s role in the development of gender differences.
- Incorporate multi-cultural concepts in their teaching and modify the classroom environment to meet the needs of a multi-cultural population.

### Main Content

- Race, ethnicity and culture
- Culture and schooling
- Culturally responsive teaching/ towards a more multi-cultural classroom / creating culturally compatible classrooms.
Socio-economic differences and the effects of poverty
Similarities and difference amongst males and females
Attitudes, prejudice and discrimination.

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited Combinations</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
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</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>28</td>
<td>Lectures p.w. 2</td>
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<td>Assignments &amp; tasks:</td>
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<tr>
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<td>Practicals:</td>
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<tr>
<td>Selfstudy</td>
<td>33</td>
<td></td>
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</tbody>
</table>

Total Learning Time 100

Assessment Methods: Presentations, test, tasks, Assignments: 60%
Examinations: 40%

Faculty Education
Home Department School of Science and Mathematics Education
Module Topic Arithmetic, geometry for prospective teachers of the Senior Phase (grades 7 – 9).
Generic Module Name Mathematics (BEd) 111
Alpha-numeric Code MAE111
Credit Value 15
Duration Semester
Proposed semester to be offered Semester 1
Programmes in which the module will be offered B Ed Mathematics Area
Year Level 1

Main Outcomes
At the end of the module, a student will have:
Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with arithmetic and geometry.

Main Content
Numeration systems and the development and establishment of place value of the Hindu-Arabic system.
Elementary set theory, relations and functions
The sets of natural (N) and counting numbers (N₀) and their properties
The fundamental theorem of arithmetic.
The division algorithm and divisibility tests.
Modular arithmetic. The RSA cryptography system.
The set of integers (Z) and properties of integers
The concept of a group and (Z, +), (Z, ×) and (Z, -) as groups.
Line and triangle geometry (Synthetic approach): Structure of geometry, point, line, plane, geometric figure, curves, simple plane region. Congruence and similarity. Proofs related to lines and triangles. The theorem of Pythagoras.
Elementary probability: Basic concepts
Mathematical problem-solving and modelling

Graduate attributes covered A critical attitude towards knowledge
Pre-requisite modules None
Co-requisite modules None
Prohibited module Combination None

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>72</td>
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<tr>
<td>Assignments &amp; tasks:</td>
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<tr>
<td>Practical:</td>
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<td>Tutorials p.w. 2</td>
</tr>
<tr>
<td>Assessments</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Selfstudy</td>
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<td></td>
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</tbody>
</table>
Faculty: Education
Home Department: School of Science and Mathematics Education
Module Topic: Arithmetic, geometry and algebra for prospective teachers of the Senior Phase (grades 7 – 9).
Generic Module Name: Mathematics (BEd) 121
Alpha-numeric Code: MAE121
Credit Value: 15
Duration: Semester
Proposed semester to be offered: Semester 2
Programmes in which the module will be offered: B Ed Mathematics Area
Year Level: 1

Main Outcomes:
At the end of the module, a student will have:
- Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with arithmetic and geometry.

Main Content:
Properties of \((Q, +), (Q, \times), (Q, +, \times)\). The concept of a field and the field of rational numbers. Rational numbers and fractions.
Properties of \(R\) and the field of real numbers. Irrational numbers.
Intervals of real numbers, absolute value, number and decimal representation of real numbers. Real numbers as infinite decimals.
Fundamental operations including root extraction and exponentiation.
Scientific notation of real numbers
Ratio. Elements of financial mathematics I.
Quadrilaterals and polygons. Definitions, properties, classifications, theorems.
Elementary statistical concepts: Measures of central tendency.
Functions and relations I. Definitions, domain, range, representational forms. Polynomial functions: algebra of polynomial functions.
Solution of linear and quadratic equations: equality, equivalence, difference.
Mathematical problem-solving and modelling

Graduate attributes covered: A critical attitude towards knowledge
Pre-requisite modules: None
Co-requisite modules: None
Prohibited module Combination: None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
<th>72</th>
<th>Lectures p.w.</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; tasks:</td>
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</tr>
<tr>
<td>Practicals:</td>
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<td>Tutorials p.w.</td>
<td>2</td>
</tr>
<tr>
<td>Assessments</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selfstudy</td>
<td>30</td>
<td></td>
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</tr>
<tr>
<td>Total Learning Time</td>
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</tbody>
</table>

Method of Student Assessment
Assessment tasks: 20%
Major assignment: 30%
Final examination: 50%
Assessment Module type: Continuous and Final Assessment

Second Year
<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education, Department of Educational Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Community Psychology in Education</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Community Psychology in Education</td>
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<tr>
<td>Alpha-numeric Code</td>
<td>ESP241</td>
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<tr>
<td>Credit Value</td>
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<tr>
<td>Duration</td>
<td>1 Semester</td>
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<tr>
<td>Proposed semester</td>
<td>Semester Two</td>
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<tr>
<td>Programmes in which the module will be offered</td>
<td>B.Ed</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>

**Main Outcomes**

By the end of the module students will be able to:
- Explain intervention within education context;
- Describe and evaluate various psycho-educational intervention approaches;
- Analyze various barriers to learning and apply appropriate intervention strategies to address the barriers;
- Explain how to establish suitable conditions to facilitate growth, development and overall well-being of learners in classrooms and schools.

**Main Content**

1. Overview of school as a social institution
2. Intervention overview (meaning(s), purpose(s), target(s), methods and process);
3. Psycho-educational intervention approaches (counselling, direct teaching, consultation, remediation, mentoring, care and support, etc.);
4. Barriers to learning;
5. Specific intervention approaches for developmental and behavioural disorders (behavioural approaches of social learning including modeling, imitation, positive reinforcement, withdrawal of reward, timeout, brief social isolation, etc.);

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
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<td>Lectures p.w. 3hrs</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
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<td>Tutorials p.w.</td>
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<tr>
<td>Test &amp; Assessments</td>
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<tr>
<td>Selfstudy</td>
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<tr>
<td><strong>Total Learning Time</strong></td>
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</tbody>
</table>

**Assessment Methods**

<table>
<thead>
<tr>
<th>Continuous Assessment/Coursework (Assignment &amp; Projects)</th>
<th>60%</th>
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</thead>
<tbody>
<tr>
<td>Examination</td>
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<td><strong>Total</strong></td>
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<table>
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<tr>
<th>Home Department</th>
<th>Faculty of Education, Department of Educational Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Psychological Intervention in Education</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Psychological Intervention in Education</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>ESP242</td>
</tr>
<tr>
<td>Credit Value</td>
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<tr>
<td>Duration</td>
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</tr>
<tr>
<td>Proposed semester</td>
<td>Semester Two</td>
</tr>
<tr>
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<td>B.Ed</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>
Main Outcomes
At the end of the module students should be able to:
- Explain community psychology
- Describe developments in community psychology locally and internationally.
- Explain the theoretical perspectives that frame community psychology in education
- Critique traditional approaches within mainstream psychology
- Explain the values and assumptions underlying the discipline of community psychology
- Describe approaches and intervention strategies within community psychology as it relates to the field of education

Main Content
- Understanding community psychology
- History of community psychology nationally and internationally
- Theoretical perspectives in community psychology in education
- Comparing traditional and community psychology approaches
- Values and assumptions framing the discipline of community psychology
- Approaches and intervention strategies in community psychology in education

Pre-requisite modules
None

Co-requisite modules
None

Prohibited module Combination
None

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>28</td>
<td>Lectures p.w. 2 hours p.w.</td>
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<td>Assignments &amp; tasks:</td>
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<td>Practical p.w.</td>
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<tr>
<td>Practicals:</td>
<td></td>
<td>Tutorials p.w.</td>
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<tr>
<td>Assessments</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Selfstudy</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Methods
Continuous Assessment/Coursework = 60% (Assignments, projects & tests)
Examination = 40%
Total = 100%

Faculty
Education
Home Department
School of Science and Mathematics Education
Module Topic
Polynomial and trigonometric functions, sequences and series and circle geometry
Generic Module Name
Mathematics (BEd) 211
Alpha-numeric Code
MAE211
Credit Value
15
Duration
Semester
Proposed semester to be offered.
Semester 1
Programmes in which the module will be offered
B Ed Mathematics Area
Year Level
2
Main Outcomes
At the end of the module, a student will have/be able to:
Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with polynomial and trigonometric functions, sequences and series and circle geometry. Apply this knowledge to solve mathematical problems.

Main Content
Functions and relations: Polynomial functions: linear, quadratic, cubic

Graduate attributes covered
A critical attitude towards knowledge.

Pre-requisite modules
Mathematics (BEd) 111 and Mathematics (BEd) 121 with an average of at least 50% for these two modules

Co-requisite modules
None

Prohibited module Combination
None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>Lectures p.w.</th>
<th>Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>72</td>
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<td></td>
</tr>
<tr>
<td>Practical:</td>
<td>24</td>
<td>Tutorials p.w.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Assessments
24

Selfstudy
30

Total Learning Time
150

Method of Student Assessment
Assessment tasks: 20%
Major assignment: 30%
Final examination: 50%

Assessment Module type
Continuous and Final Assessment

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Health Promoting Schools</td>
</tr>
<tr>
<td>Generic module name</td>
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<tr>
<td>Numeric Code</td>
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<td>Duration</td>
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<td>Programmes in which the module is offered.</td>
<td>BEd</td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

Main Outcomes
By the end of this module students should be able to:
- Demonstrate sound theoretical understanding of the concept
- Understand the process and development of health promoting schools internationally and nationally
- Transform schools into health promoting sites
- Collaborate with education support service personnel to meet the needs of learners
- Develop partnerships with parents and communities to ensure the well-being of our youth

Main Content
Main content:
- The HPS concept
- National policy in relation to HPS in South Africa
- How HPS can play a role in addressing some of the major health problems impacting on the well-being of children in South Africa
- Understanding the school as a system and how this impacts upon the development and sustainability of a health promoting school
- Understanding the challenges and opportunities of working inter-sectorally and practical strategies for working with
other sectors, departments and institutions in the process of establishing a HPS
- Strategies for implementing the HPS concept in South Africa – how HPS has been implemented in different contexts
- Monitoring and evaluation of HPS

| Pre-requisites | None |
| Co-requisites | None |
| Prohibited Combinations | None |
| Breakdown of Learning Time | **Hours** |
| Contact with lecturer / tutor: | 48 |
| Assignments & tasks: | 10 |
| Tests & examinations: | 15 |
| Selfstudy | 27 |
| **Total Learning Time** | **100** |
| Methods of Student Assessment | **CAF** |
| Tests, assignments, tasks: | 60% |
| Examination: | 40% |

| Home Department | Faculty of Education |
| Module Topic | **Education Practice 201** |
| Generic Module Name | Education Practice 201 |
| Alpha-numeric Code | EDC201 |
| Credit Value | **15** |
| Duration | Year |
| Proposed semester(term) | Semester 1 & Semester 2 |
| Programmes in which the module will be offered | BEd |
| Level | **6** |
| Main Outcomes | **At the end of this module, students will:**
- Demonstrate foundational and practical competencies as interpreters and designers of learning programmes and materials as well as effective administrators |
| Main Content | - Norms and Standards for Educators
- Planning Lessons
- Microteaching
- Analyze Teaching videos – merging educational theory with teaching practice. |
| Pre-requisite modules | Education Practice 101 |
| Co-requisite modules | NONE |
| Prohibited module Combination | NONE |
| A. Breakdown of Learning Time | **Hours** |
| Contact with lecturer / tutor: | 56 | Lectures p.w. | 2 |
| Assignments & tasks: | 24 | Practicals p.w. | 1 |
| Practicals: | 20 | Tutorials p.w. |
| Tests & examinations: | None |
| Selfstudy | 40 |
| Other: Research Project | 10 |
| **Total Learning Time** | **150** |
| Methods of Student Assessment CA | Tasks based on design and selection of appropriate lessons and materials and resources.
- Microteaching
- Lesson plan assessment.
- Journal and Portfolio |

<p>| Faculty | Education |
| Home Department | School of Science and Mathematics Education |
| Module Topic | Functions, mensuration, circle and analytic geometry |</p>
<table>
<thead>
<tr>
<th>Generic Module Name</th>
<th>Mathematics (BEd) 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha-numeric Code</td>
<td>MAE221</td>
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<tr>
<td>Credit Value</td>
<td>15</td>
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<tr>
<td>Duration</td>
<td>Semester</td>
</tr>
<tr>
<td>Proposed semester to be offered</td>
<td>Semester 2</td>
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<tr>
<td>Programmes in which the module will be offered</td>
<td>B Ed Mathematics Area</td>
</tr>
<tr>
<td>Year Level</td>
<td>6</td>
</tr>
<tr>
<td>Main Outcomes</td>
<td>At the end of the module, a student will have/be able to: Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with circle geometry, mensuration, linear algebra and analytic geometry. Apply this knowledge to solve mathematical problems.</td>
</tr>
<tr>
<td>Graduate attributes covered</td>
<td>A critical attitude towards knowledge</td>
</tr>
<tr>
<td>Pre-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>Mathematics (BEd) 211</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
<td>None</td>
</tr>
<tr>
<td>A. Breakdown of Learning Time</td>
<td>B. Time-table Requirement per week</td>
</tr>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>72</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
<td>Practical p.w.</td>
</tr>
<tr>
<td>Practical:</td>
<td>24</td>
</tr>
<tr>
<td>Assessments</td>
<td>24</td>
</tr>
<tr>
<td>Selfstudy</td>
<td>30</td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>150</td>
</tr>
<tr>
<td>Method of Student Assessment</td>
<td>Assessment tasks: 20% Major assignment: 30% Final examination: 50%</td>
</tr>
<tr>
<td>Assessment Module type</td>
<td>Continuous and Final Assessment</td>
</tr>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
</tr>
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<tbody>
<tr>
<td>Module Topic</td>
<td>Education Practice 301</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Education Practice 301</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>EDC301</td>
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<td>Credit Value</td>
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<tr>
<td>Duration</td>
<td>Year</td>
</tr>
<tr>
<td>Proposed semester/term</td>
<td>Semester 1 &amp; Semester 2</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>BEd</td>
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<tr>
<td>Level</td>
<td>7</td>
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<tr>
<td>Main Outcomes</td>
<td>At the end of this module, students will:</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate an understanding of the Norms and Standards for Educators.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate practical and reflective competencies as interpreters and designers of learning programmes, and learning mediators and assessors.</td>
</tr>
<tr>
<td>Main Content</td>
<td>Norms and Standards for Educators</td>
</tr>
<tr>
<td></td>
<td>Lesson Planning.</td>
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</tbody>
</table>
### Methods of Student Assessment

- Tasks based on designing of appropriate lessons and assessment tasks.
- Developing / accessing materials and resources.
- Microteaching
- Classroom teaching assessment (Supervisors & Mentors).
- School’s evaluation reports
- Journal and Portfolio

### Faculty
- Education

### Home Department
- School of Science and Mathematics Education

### Module Topic
- Intuitive calculus and exploring mathematics with Computer Algebra Systems

### Generic Module Name
- Mathematics (BEd) 311

### Alpha-numeric Code
- MAE311

### Credit Value
- 20

### Duration
- Semester

### Proposed semester to be offered.
- Semester 1

### Programmes in which the module will be offered
- B Ed Mathematics Area

### Year Level
- 3

### Main Outcomes
At the end of the module, a student will have/be able to:
- Profound understanding, manipulative competence and the command of cognitive and conceptual tools to deal with intuitive developments of differentiation and integration, elementary differential equations.
- Apply this knowledge to solve mathematical problems.
- Intellectually enriched to use a CAS to explore Mathematics.

### Main Content
- Infinitesimal calculus: Intuitive developments of differentiation and integration restricted to polynomial functions. Differentiation of polynomial and rational functions. Intuitive development of integration restricted to polynomial functions. Integration of polynomial functions. The limit concept.
- Elementary differential equations.
- Advanced notions of probability and statistics dealt with in school mathematics.
- Using CAS for computations related to the mathematical ideas and notions discussed in years 1 and 2.

### Graduate attributes covered
- A critical attitude towards knowledge

### Pre-requisite modules
- Mathematics (B.Ed) 211 and 221

### Co-requisite modules
- None

### Prohibited module Combination
- None

## Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>56</td>
<td>Lectures p.w.</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
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<td>Practicals p.w.</td>
</tr>
<tr>
<td>Practicals:</td>
<td>20</td>
<td>Tutorials p.w.</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
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<td></td>
</tr>
<tr>
<td>Selfstudy</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Other: Research Project</td>
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</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
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</tr>
<tr>
<td>Contact with lecturer / tutor:</td>
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<td>Lectures p.w.</td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>Assignments &amp; tasks:</td>
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<td></td>
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<tr>
<td>Practicals:</td>
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<td>Practical p.w.</td>
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<tr>
<td>Assessments</td>
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<tr>
<td>Selfstudy</td>
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<tr>
<td>Total Learning Time</td>
<td>200</td>
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</tbody>
</table>

Method of Student Assessment
- Assessment tasks: 20%
- Major assignment: 30%
- Final examination: 50%

Assessment Module type
- Continuous and Final Assessment

Faculty: Education
Home Department: School of Science and Mathematics Education
Module Topic: Mathematical problem solving, modelling and history of Mathematics
Generic Module Name: Mathematics (B Ed) 321
Alpha-numeric Code: MAE321
Credit Value: 20
Duration: Semester
Proposed semester to be offered: Semester 2
Programmes in which the module will be offered: B Ed Mathematics Area
Year Level: 7

Main Outcomes
- By the end of the module, a student will be able to:
  - Display intellectual knowledge by being able to read and develop mathematics from historical sources.
  - Command a knowledge base to understand the forces that shaped and fashioned mathematics as a discipline.
  - Apply mathematical problem-solving strategies.
  - Develop elementary mathematical models.

Main Content
- The history of number, numeration systems, fractions.
- The history of elementary algebra
- Historical problems that facilitated the development of certain mathematical ideas.
- Mathematical problem-solving
- Mathematical modelling

Graduate attributes covered
- Develop a critical attitude to knowledge

Pre-requisite modules
- Mathematics (BEd) 211 and Mathematics (BEd) 221

Co-requisite modules
- None

Prohibited module Combination
- None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
<th>48</th>
<th>Lectures p.w.</th>
<th>4</th>
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</thead>
<tbody>
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<td>Assessments</td>
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<tr>
<td>Selfstudy</td>
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</tr>
<tr>
<td>Total Learning Time</td>
<td>200</td>
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</tr>
</tbody>
</table>

Method of Student Assessment
- Assessment task 1 (History): 10%
- Assessment task 2 (Problem-solving): 15%
- Assessment task 3: 15%
- Final Assignment Essay 1 (History of Mathematics): 20%
- Final Assignment Essay 2 (Problem Solving): 20%
- Final Assignment Essay 3 (Modelling): 20%

Assessment Module type
- Continuous and Final Assessment

Generic module name: Method of Teaching English 301
Numeric Code: 436301
<table>
<thead>
<tr>
<th><strong>Alpha-numeric code</strong></th>
<th>TME301</th>
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<tr>
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</tr>
<tr>
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<tr>
<td><strong>Programmes in which the module is offered.</strong></td>
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<td><strong>Level</strong></td>
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<tr>
<td><strong>Main Outcomes</strong></td>
<td>At the end of the module students should be able to:</td>
</tr>
<tr>
<td></td>
<td>• understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa</td>
</tr>
<tr>
<td></td>
<td>• understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa</td>
</tr>
<tr>
<td></td>
<td>• reflect on teaching approaches and theories associated with language teaching and learning</td>
</tr>
<tr>
<td></td>
<td>• know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase)</td>
</tr>
<tr>
<td><strong>Main Content</strong></td>
<td>• Language Education Policy</td>
</tr>
<tr>
<td></td>
<td>• A text-based curriculum cycle I</td>
</tr>
<tr>
<td></td>
<td>• A text-based approach</td>
</tr>
<tr>
<td></td>
<td>• Interactive teaching and learning strategies</td>
</tr>
<tr>
<td></td>
<td>• Assessment</td>
</tr>
<tr>
<td></td>
<td>• Teaching listening and speaking</td>
</tr>
<tr>
<td></td>
<td>• Experiential learning</td>
</tr>
<tr>
<td></td>
<td>• Socio-cultural approaches to language learning (Vygotsky)</td>
</tr>
<tr>
<td></td>
<td>• Communicative approaches to language teaching</td>
</tr>
<tr>
<td></td>
<td>• Systemic Functional Grammar (Halliday, Martin &amp; Rose)</td>
</tr>
<tr>
<td><strong>Pre-requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
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</tr>
<tr>
<td><strong>Prohibited Combinations</strong></td>
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</tr>
<tr>
<td><strong>Breakdown of Learning Time</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td><em>Contact with lecturer / tutor:</em></td>
<td>40</td>
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<tr>
<td><em>Assignments &amp; tasks:</em></td>
<td>30</td>
</tr>
<tr>
<td><em>Tests &amp; examinations:</em></td>
<td>20</td>
</tr>
<tr>
<td><em>Selfstudy:</em></td>
<td>40</td>
</tr>
<tr>
<td><em>Other: Research:</em></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td>150</td>
</tr>
<tr>
<td><strong>Methods of Student Assessment</strong></td>
<td><strong>CAF</strong></td>
</tr>
<tr>
<td><em>Class activities, Research Projects, Oral and poster presentations, Assignments</em></td>
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</tr>
<tr>
<td><em>Tests: 60%</em></td>
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<tr>
<td><em>Examinations (40%)</em></td>
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</table>

**Home Department**: Education  
**Module Topic**: Method of Teaching isiXhosa  
**Generic module name**: Method of Teaching isiXhosa 301  
**Numeric Code**: 437301  
**Alpha-numeric code**: TMX301  
**Credit Value**: 15  
**Duration**: One Semester  
**Programmes in which the module is offered.**: BEd  
**Level**: 7  
**Main Outcomes**: At the end of the module students should be able to:  
• understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa
- understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa
- reflect on teaching approaches and theories associated with language teaching and learning
- know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase)

### Main Content

- Language Education Policy
- A text-based curriculum cycle I
- A text-based approach
- Interactive teaching and learning strategies
- Assessment
- Teaching listening and speaking
- Experiential learning
- Socio-cultural approaches to language learning (Vygotsky)
- Communicative approaches to language teaching
- Systemic Functional Grammar (Halliday, Martin & Rose)

### Pre-requisites
None

### Co-requisites
None

### Prohibited Combinations
None

### Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer/tutor:</td>
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<td>20</td>
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<td>40</td>
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<tr>
<td>Other: Research</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

### Methods of Student Assessment

- Class activities, & Research Projects, Oral and poster presentations, Assignments
  - Tests: 60%
  - Examinations (40%)

### Home Department
Education

### Module Topic
Method of Teaching Afrikaans

### Generic module name
Method of Teaching Afrikaans 301

### Numeric Code
438301

### Alpha-numeric code
TMA301

### Credit Value
15

### Duration
One Semester

### Programmes in which the module is offered.
BEd

### Level
7

### Main Outcomes
At the end of the module students should be able to:

- understand and critically analyze the Language-in-Education Policy and curriculum contexts in which they will be teaching in South Africa
- understand and evaluate the role of language in learning and the issues around learning through an additional language in the context of South Africa
- reflect on teaching approaches and theories associated with language teaching and learning
- know and apply principles and methods for teaching and assessing listening and speaking skills with respect to the requirements of the RNCS (Senior Phase)

### Main Content

- Language Education Policy
- A text-based curriculum cycle I
• A text-based approach
• Interactive teaching and learning strategies
• Assessment
• Teaching listening and speaking
• Experiential learning
• Socio-cultural approaches to language learning (Vygotsky)
• Communicative approaches to language teaching
• Systemic Functional Grammar (Halliday, Martin & Rose)

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited Combinations</td>
<td>None</td>
</tr>
</tbody>
</table>

### Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor</td>
<td>40</td>
</tr>
<tr>
<td>Assignments &amp; tasks</td>
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<tr>
<td>Tests &amp; examinations</td>
<td>20</td>
</tr>
<tr>
<td>Selfstudy</td>
<td>40</td>
</tr>
<tr>
<td>Other: Research</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

### Methods of Student Assessment

- Class activities, Research Projects, Oral and poster presentations, Assignments
- Tests: 60%
- Examinations (40%)

---

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of Teaching English</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Method of Teaching English 302</td>
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<tr>
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<td>Semester 2</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>BEd</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
</tbody>
</table>

### Main Outcomes

At the end of this module students should be able to:

1. understand, teach and assess different genres
2. reflect on teaching approaches and theories associated with language teaching and learning
3. apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the RNCS (Senior Phase)
4. know how to approach adolescent Literature
5. teach and assess factual writing across the curriculum

### Main Content

1. Teaching and assessing reading and writing
2. Teaching and assessing genres
   - Narrative
   - Recount
   - Argument
3. Teaching literature
   - Children’s and adolescent literature
   - Short stories
   - Drama
4. Teaching and assessing factual writing across the curriculum
   Multimodal genres
   - Procedures
   - Information reports
   - Explanations
   - Images and multimodal texts

### Pre-requisite modules

None
## Co-requisite modules
None

## Prohibited module Combination
None

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor</td>
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<td>Lectures p.w. 3</td>
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<td>Assignments &amp; tasks:</td>
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<td>Practicals:</td>
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<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
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<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Total Learning Time**: 150

### Methods of Student Assessment

CAF

#### a. Research Project

#### b. Oral and poster presentations

#### c. Assignments

#### d. Tests

#### e. Examination (40%)
Total Learning Time 150

Methods of Student Assessment CAF

- a. Research Project
- b. Oral and poster presentations
- c. Assignments
- d. Tests
- e. Examination (40%)

Home Department Education

Module Topic Method of Teaching Afrikaans

Generic Module Name Method of Teaching Afrikaans 302

Alpha-numeric Code TMA302

Credit Value 15

Duration 1 Semester

Proposed semester/term Semester 2

Programmes in which the module will be offered BEd

Level 7

Main Outcomes At the end of this module students should be able to:

1. understand, teach and assess different genres
2. reflect on teaching approaches and theories associated with language teaching and learning
3. apply principles and methods for teaching and assessing reading and writing skills with respect to the requirements of the RNCS (Senior Phase)
4. know how to approach adolescent Literature
5. teach and assess factual writing across the curriculum

Main Content

1. Teaching and assessing reading and writing
2. Teaching and assessing genres
   - Narrative
   - Recount
   - Argument
3. Teaching literature
   - Children’s and adolescent literature
   - Short stories
   - Drama
4. Teaching and assessing factual writing across the curriculum
   - Multimodal genres
   - Procedures
   - Information reports
   - Explanations
   - Images and multimodal texts

Pre-requisite modules None

Co-requisite modules None

Prohibited module Combination None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
<th>Hours</th>
<th>Lectures p.w.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; tasks:</td>
<td>30</td>
<td>Practicals p.w.</td>
<td>0</td>
</tr>
<tr>
<td>Practicals:</td>
<td>0</td>
<td>Tutorials p.w.</td>
<td>0</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
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</tr>
<tr>
<td>Selfstudy</td>
<td>50</td>
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</table>

Total Learning Time 150

Methods of Student Assessment CAF

- a. Research Project
- b. Oral and poster presentations
- c. Assignments
- d. Tests
- e. Examination (40%)

Home Department Education
<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Method of Teaching Life Orientation 301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Module Name</td>
<td>Method of Teaching Life Orientation 301</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>TML301</td>
</tr>
<tr>
<td>Credit Value</td>
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<tr>
<td>Duration</td>
<td>Semester</td>
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<td>Proposed semester/term</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>BEd</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Main Outcomes</td>
<td>Define and explain the history of the development of Life Orientation</td>
</tr>
<tr>
<td></td>
<td>Understand and critique critical and developmental outcomes</td>
</tr>
<tr>
<td></td>
<td>Apply learning outcomes (knowledge, skills and values)</td>
</tr>
<tr>
<td></td>
<td>Develop learning activities and apply various teaching strategies to facilitate the achievement of critical and developmental outcomes</td>
</tr>
<tr>
<td>Main Content</td>
<td>Overview of the National Curriculum Statement</td>
</tr>
<tr>
<td></td>
<td>Outcomes Based Education</td>
</tr>
<tr>
<td></td>
<td>Definition of life orientation as a learning area, unique features, purpose, scope, learning outcomes, assessment standards, critical outcomes, developmental outcomes</td>
</tr>
<tr>
<td></td>
<td>Teaching approaches and strategies</td>
</tr>
<tr>
<td></td>
<td>Interactive learning, Experiential learning, Co-operative learning, Facilitation</td>
</tr>
<tr>
<td></td>
<td>Learning Programme Development</td>
</tr>
<tr>
<td></td>
<td>Planning process, school context, issues in designing learning programmes, work schedules, lesson plans</td>
</tr>
<tr>
<td></td>
<td>Lesson Plan Development</td>
</tr>
<tr>
<td></td>
<td>Assessment in Life Orientation</td>
</tr>
<tr>
<td></td>
<td>Definition, Key elements, purpose, continuous assessment, keeping records, national codes, progression schedules, learner profiles, learner reports, learner portfolios, rubrics</td>
</tr>
<tr>
<td>Pre-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisite modules</td>
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<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>A. Time-table</th>
<th>Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>42</td>
<td>Lectures p.w.</td>
<td>3</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
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<td>2</td>
</tr>
<tr>
<td>Practicals:</td>
<td>28</td>
<td>Tutorials p.w.</td>
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<td>Tests &amp; examinations:</td>
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<td></td>
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<td>Self-study</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Learning Time</td>
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<td></td>
<td></td>
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</tbody>
</table>

| Methods of Student Assessment CAF | Tests, assignments, projects: 60% Examination: 40% |

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of Teaching Life Orientation 302</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Method of Teaching Life Orientation 302</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>TML302</td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Duration</td>
<td>Semester</td>
</tr>
<tr>
<td>Proposed semester/term</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>BEd</td>
</tr>
</tbody>
</table>
Level | 7
--- | ---
**Main Outcomes** | • Develop learning activities and apply various teaching strategies to facilitate inclusion  
• Discuss information and skills related to decision making about personal, community and environmental health (including HIV/AIDS, child abuse, gender violence, gangsterism, etc.)  

**Main Content** | • Overcoming Barriers to Learning  
• Personal Development  
• Social Development  
• Physical development  
• Health promotion  
• Orientation to the World of Work  
• Micro-teaching

**Pre-requisite modules** | None
**Co-requisite modules** | None
**Prohibited module Combination** | None

### A. Breakdown of Learning Time

| **Contact with lecturer / tutor:** | 42 | Lectures p.w. | 3 |
| **Assignments & tasks:** | 34 | Practicals p.w. | 2 |
| **Practicals:** | 28 | Tutorials p.w. | 0 |
| **Tests & examinations:** | 8 |
| **Self-study** | 38 |

**Total Learning Time** | 150

**Methods of Student Assessment**

| **Tests, assignments, projects:** | 60% |
| **Examinations:** | 40% |

---

**Home Department** | School of Science and Mathematics Education (Faculty of Education)

**Module Topic** | Method of Teaching Mathematics

**Generic Module Name** | Method of Teaching Mathematics 301

**Alpha-numeric Code** | TMM301

**Credit Value** | 15

**Duration** | One semester

**Proposed semester/term** | Semester 1

**Programmes in which the module will be offered** | BEd

**Level** | 7

**Main Outcomes**

At the end of this module students should be able to:

1. Demonstrate understanding of the general notion of OBE: critical outcomes; developmental outcomes and subject specific Learning area Outcomes for mathematics.
2. Demonstrate competence in the use specific OBE based teaching and learning approaches such as the investigative and collaborative approaches.
3. Develop personal competence at designing appropriate assessment instruments in particular those suitable for continuous assessment.
4. Demonstrate competence as learning resources adaptor and mediator of learning for the senior phase of the GET with a focus on becoming a subject specialist.
5. Demonstrate an understanding of selected Learning Theories such as Piaget’s theory of Intellectual Development and their implication for teaching and learning mathematics.

**Main Content**

1. Outcomes Based Education; critical outcomes; developmental outcomes; subject specific Learning outcomes.
2. Objects of Mathematics Teaching.
3. Mediation strategies for teaching and learning of mathematics with emphasis on the Learning Outcomes of Process Skills and Knowledge in mathematics in the senior phase
4. Forms and tools of assessment.
<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
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### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Requirement per week</th>
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</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
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<td>Lectures p.w. 3</td>
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<tr>
<td>Assignments &amp; tasks:</td>
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<tr>
<td>Practicals:</td>
<td>0</td>
<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
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<tr>
<td>Selfstudy</td>
<td>60</td>
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<td>Other: Research</td>
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</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td><strong>150</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Methods of Student Assessment

CAF

1. Continuous assessment:
   - Assignments and tasks based on development of learning resources for the senior phase.
   - Evaluation of a teaching sequence in senior phase mathematics.
   - Reports and presentations to demonstrate Foundational, practical and reflexive competencies as learning mediators.
   - Tests
   - Research activities

2. Summative Assessment: Take Home Examination

---

### Home Department

School of Science and Mathematics Education (Faculty of Education)

### Module Topic

Method of Teaching Mathematics

### Generic Module Name

Method of Teaching Mathematics 302

### Alpha-numeric Code

TMM302

### Credit Value

15

### Duration

One Semester

### Proposed semester/term

Semester 2

### Programmes in which the module will be offered

BEd

### Level

7

### Main Outcomes

At the end of this module students should be able to:

- Demonstrate competence to conduct classroom-based research.
- Demonstrate competence in didactical analysis of school mathematics subject matter in terms of classroom activities and interactions.
- Demonstrate competence in instructional design based on the didactical analysis of school mathematics subject matter.
- Demonstrate competence in the use of mathematical technologies for teaching and learning mathematics.
- Demonstrate an understanding of the utility value of mathematics in everyday living.

### Main Content

1. Classroom-based research as part of reflective instructional practice.
2. Didactical analysis of school mathematics subject matter in terms of classroom activities and interactions.
3. Instructional design based on the didactical analysis of school mathematics subject matter.
5. The socio-cultural and socio-economic use of mathematics in everyday living.

### Pre-requisite modules

None
### Co-requisite modules

<table>
<thead>
<tr>
<th></th>
<th>None</th>
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</table>

<table>
<thead>
<tr>
<th>Prohibited module Combination</th>
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</table>

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor</td>
<td>30</td>
<td>Lectures p.w. 3</td>
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<td>Assignments &amp; tasks</td>
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</table>

### Methods of Student Assessment CAF

1. Continuous assessment:
   - Assignments and tasks based on development of learning resources for the senior phase.
   - Evaluation of a teaching sequence in senior phase mathematics.
   - Reports and presentations to demonstrate foundational, practical and reflexive competencies as learning mediators.
   - Tests
   - Research activities

2. Summative Assessment: Take Home Examination

### Home Department
- Faculty Of Education

### Module Topic
- Method of Teaching Natural Sciences

### Generic Module Name
- Method of Teaching Natural Sciences 301

### Alpha-numeric Code
- GSM301

### Credit Value
- 15

### Duration
- One Semester

### Proposed semester/term
- Semester 1

### Programmes in which the module will be offered
- B.Ed

### Level
- 7

### Main Outcomes
- Learners should be able to demonstrate their ability to integrate education theory and policy with pedagogy.
- Learners should assimilate the seven roles of the educator into the teaching and learning of relevant Natural Sciences lessons.

### Main Content

#### Planning for Teaching & Learning I
- Developing educator and learner portfolio’s
- Materials and resources development I

#### Reading and understanding the pedagogy of science education in:
- Environmental education in relation to global perspectives
- IT in science and technology
- Intrinsic & extrinsic science integration
- Barriers to learning in science
- Policies influencing science teaching (HIV/AIDS; Language etc.)
- Multi-cultural/level/lingual science teaching
- The reflective science educator

### Micro-teaching B

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
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<table>
<thead>
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<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
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</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor</td>
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<td>Lectures p.w. 3</td>
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<td>Method of Student Assessment</td>
<td>CAF</td>
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<tr>
<td>-----------------------------</td>
<td>-----</td>
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</tr>
<tr>
<td>CASS 60% (Tasks, tests, projects) Examination 40%</td>
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<td></td>
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<tr>
<td>• Reports, analysis and presentations of school and classroom based practice by observation and reviewing of journal articles</td>
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</tr>
<tr>
<td>• Micro teaching &amp; Engaging in socio-scientific materials design for lesson implementation</td>
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</table>

**Home Department**
Education

**Module Topic**
Method of Teaching Social Sciences

**Generic Module Name**
Method of Teaching Social Sciences 301

**Alpha-numeric Code**
SSM301

**Credit Value**
30

**Duration**
One Year

**Proposed semester/term**
Semesters 1 and 2

**Programmes in which the module will be offered**
BEd

**Level**
7

**Main Outcomes**
At the end of this module students will be able to:
- Critically engage with the principles underlying the teaching of Social Sciences in the intermediate and senior phases of schooling.
- Understand, analyze and critique the assessment standards of the NCS.
- Construct and develop their own Social Science lesson plans for the intermediate and senior phases.
- Design and use appropriate teaching resources for Social Sciences.
- Develop competence in Social Science assessment for the intermediate and senior phases.

**Main Content**
The content of the NCS policy documents.
- Resource application in Social Sciences.
- History and Geography dynamics in SA schools.
- Themes for study (Poverty, African Renaissance & Environmentalism).

**Pre-requisite modules**
None

**Co-requisite modules**
None

**Prohibited module Combination**
None

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
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<td>Assignments &amp; tasks:</td>
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</table>

**Total Learning Time**
150

### B. Time-table Requirement per week

<table>
<thead>
<tr>
<th>Lectures p.w.</th>
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</thead>
<tbody>
<tr>
<td>Practical p.w.</td>
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<tr>
<td>Tutorials p.w.</td>
<td>0</td>
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</tbody>
</table>

**Total Learning Time**
150

**Methods of Student Assessment**
CAF

**Class presentations, Tests & Assignments**
60%

**Examinations**
40%

---

**Fourth Year**

**Home Department**
Faculty of Education

**Module Topic**
Education Practice 401

**Generic Module Name**
Education Practice 401

**Alpha-numeric Code**
EDC401

**Credit Value**
60

**Duration**
Year

**Proposed semester/term**
Semester 1 & Semester 2
<table>
<thead>
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<tbody>
<tr>
<td>Level</td>
<td>8</td>
</tr>
<tr>
<td>Main Outcomes</td>
<td><strong>At the end of this module, students will:</strong></td>
</tr>
<tr>
<td></td>
<td>• An understanding of the 7 roles of the educators in terms of Norms and Standards for Educators.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate an understanding of the dynamic nature of schools in relation to community (citizenship role), organization of programs for learners (educational, Eistedfords, sports, clubs and associations) and how these impact on communities’ stakeholder development.</td>
</tr>
<tr>
<td></td>
<td>• Understanding the nature of school governance in relation to Management and leadership of schools – eg. SGB’s, SMT’s.</td>
</tr>
<tr>
<td></td>
<td>• Teacher Professionalism</td>
</tr>
<tr>
<td></td>
<td>• Practical teaching (foundational, practical and reflective).</td>
</tr>
<tr>
<td>Main Content</td>
<td>• Critical look at Norms and Standards for Educators</td>
</tr>
<tr>
<td></td>
<td>• Functional versus dysfunctional schooling</td>
</tr>
<tr>
<td></td>
<td>• The school as a workplace.</td>
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<tr>
<td></td>
<td>• Competence in the job application process</td>
</tr>
<tr>
<td></td>
<td>• Values in Education</td>
</tr>
<tr>
<td></td>
<td>• The SACE application process</td>
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<td></td>
<td>• The Job application process</td>
</tr>
<tr>
<td></td>
<td>• Engaging in classroom teaching</td>
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<td>Pre-requisite modules</td>
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<td>Co-requisite modules</td>
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<tr>
<td>Prohibited module Combination</td>
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</tbody>
</table>

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th><strong>Hours</strong></th>
<th><strong>B. Time-table Requirement per week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>84</td>
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<tr>
<td>Assignments &amp; tasks:</td>
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<tr>
<td>Practicals:</td>
<td>60</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
<td>None</td>
</tr>
<tr>
<td>Selfstudy</td>
<td>56</td>
</tr>
<tr>
<td>Other: Research Project</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total Learning Time**: 300

### Methods of Student Assessment

CA
- Tasks based on designing, selection of appropriate lessons and materials and resources and assessment.
- Microteaching
- Classroom teaching assessment.(Supervisors & Mentors).
- School evaluation reports
- Journal and Portfolio

---

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of Teaching Economic and Management Sciences (EMS)</td>
</tr>
<tr>
<td>Generic module name</td>
<td>Method of Teaching Economic and Management Sciences (EMS) 401</td>
</tr>
<tr>
<td>Alpha-numeric code</td>
<td>EMM401</td>
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<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Duration</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Programmes in which the module is offered.</td>
<td>BEd</td>
</tr>
<tr>
<td>Level</td>
<td>8</td>
</tr>
<tr>
<td>Main Outcomes</td>
<td>At the end of this module students will:</td>
</tr>
<tr>
<td></td>
<td>• Analyse and critique the NCS principles underpinning the NCS of EMS at GET level.</td>
</tr>
<tr>
<td></td>
<td>• Conceptual understanding of definitions, values and human rights issues</td>
</tr>
<tr>
<td></td>
<td>• Critique of the seven roles of the educator, and the associated practical, foundational and reflexive competences within each of these seven roles as outlined in the Norms and Standards for</td>
</tr>
</tbody>
</table>
Educators document and applied to EMS

- Demonstrate foundational, practical and reflexive competence in the Grade 10 Accounting, Business Studies and Economics pertaining to the seven roles of the educator in the presentation of lessons with specific reference to assessment policy and practices
- Evaluate the Grade 7 to 9 textbooks for their relevancy, socially-critical approach and design features
- Engage in research to improve teaching and learning in EMS in SA
- Write a research report based on a case study of the teaching and learning of Accounting/Business Studies/Economics at Grade 10 level

### Main Content

- NCS for Accounting/Business Studies/Economics as policy document
- Assessment policies practices in the Grades, 7, 8 and 9 classroom
- Development of lesson plans
- Critique and engagement with the different roles and competences of the educator
- Resource exploration, utilisation and application
- Analysis and evaluation of the EMS textbook at SP level
- Teaching and learning developments in the Accounting/Business Studies/Economics classroom
- Lesson planning and presentation: Themes in teaching (Human rights and environmental issues in business and the economy; importance of effective management; role of the entrepreneur; market research and feasibility studies; role of SMEs in economic growth)

### Pre-requisites

Method of Teaching EMS 301

### Co-requisites

None

### Prohibited Combinations

None

### Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>30</td>
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<td>Tests &amp; examinations:</td>
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<tr>
<td>Practicals:</td>
<td>15</td>
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<tr>
<td>Selfstudy</td>
<td>60</td>
</tr>
<tr>
<td>Other: Research</td>
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</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
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</table>

### Methods of Student Assessment

<table>
<thead>
<tr>
<th>CAF</th>
<th>Assignments, Tests, Micro-teaching, Case Study and Research Report = 70%</th>
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</thead>
<tbody>
<tr>
<td>Examination</td>
<td>= 30%</td>
</tr>
</tbody>
</table>

---

### Home Department

Education

### Module Topic

Method of Teaching English

### Generic Module Name

Method of Teaching English 401

### Alpha-numeric Code

TME401

### Credit Value

15

### Duration

1 Semester

### Proposed semester/term

Semester 1

### Programmes in which the module will be offered

BEd

### Level

8

### Main Outcomes

At the end of this module students should be able to:
1. reflect on teaching approaches and theories associated with language teaching and learning
2. teach and assess critical and media literacy using Systemic Functional Linguistics (SFL)
3. develop a theme-based language curriculum cycle
4. critically evaluate language textbooks

**Main Content**

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Method of Teaching English 302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
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</table>

**A. Breakdown of Learning Time**

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
<th>38</th>
<th>Lectures p.w.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; tasks:</td>
<td>30</td>
<td>Practical p.w.</td>
<td>0</td>
</tr>
<tr>
<td>Practicals:</td>
<td>0</td>
<td>Tutorials p.w.</td>
<td>0</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
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<td>Self study</td>
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<td></td>
</tr>
<tr>
<td>Other: Research</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td>150</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Methods of Student Assessment**

CAF

a. Research  
b. Oral and poster presentations  
c. Assignments  
d. Tests  
e. Examination (40%)

**Home Department**  
Education

**Module Topic**  
Method of Teaching isiXhosa

**Generic Module Name**  
Method of Teaching isiXhosa 401

**Alpha-numeric Code**  
TMX401

**Credit Value**  
15

**Duration**  
1 Semester

**Proposed semester/term**  
Semester 1

**Programmes in which the module will be offered**  
BEd

**Level**  
8

**Main Outcomes**

At the end of this module students should be able to:

1. reflect on teaching approaches and theories associated with language teaching and learning
2. teach and assess critical and media literacy using Systemic Functional Linguistics (SFL)
3. develop a theme-based language curriculum cycle
4. critically evaluate language textbooks

**Main Content**

1. Experiential learning: focus on Fairclough, Janks (SFL)
2. Teaching and assessing a text-based curriculum
3. Teaching Literature  
   - Poetry
   - Novel
4. Critical Literacy using SFL
5. Media Literacy
6. Language across the curriculum
7. Textbook Evaluation
<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Method of Teaching isiXhosa 302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
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<tr>
<td>Prohibited module Combination</td>
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**A. Breakdown of Learning Time**

<table>
<thead>
<tr>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
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<tbody>
<tr>
<td>Contact with lecturer / tutor: 38</td>
<td>Lectures p.w. 3</td>
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<td>Assignments &amp; tasks: 30</td>
<td>Practicals p.w. 0</td>
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<tr>
<td>Practicals: 0</td>
<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>Tests &amp; examinations: 22</td>
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<tr>
<td>Selfstudy 40</td>
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<tr>
<td>Other: Research 20</td>
<td></td>
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</tbody>
</table>

**Total Learning Time** 150

**Methods of Student Assessment**

- a. Research
- b. Oral and poster presentations
- c. Assignments
- d. Tests
- e. Examination (40%)

---

**Home Department**

Education

**Module Topic**

Method of Teaching Afrikaans

**Generic Module Name**

Method of Teaching Afrikaans 401

**Alpha-numeric Code**

TMA401

**Credit Value**

15

**Duration**

1 Semester

**Proposed semester/term**

Semester 1

**Programmes in which the module will be offered**

BEd

**Level**

8

**Main Outcomes**

At the end of this module students should be able to:

1. reflect on teaching approaches and theories associated with language teaching and learning
2. teach and assess critical and media literacy using Systemic Functional Linguistics (SFL)
3. develop a theme-based language curriculum cycle
4. critically evaluate language textbooks

**Main Content**

- Experiential learning: focus on Fairclough, Janks (SFL)
- Teaching and assessing a text-based curriculum
- Teaching Literature
  - Poetry
  - Novel
- Critical Literacy using SFL
- Media Literacy
- Language across the curriculum
- Textbook Evaluation

---

**Pre-requisite modules**

Method of Teaching Afrikaans 302

**Co-requisite modules**

None

**Prohibited module Combination**

None

**A. Breakdown of Learning Time**

<table>
<thead>
<tr>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor: 38</td>
<td>Lectures p.w. 3</td>
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<tr>
<td>Assignments &amp; tasks: 30</td>
<td>Practicals p.w. 0</td>
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<tr>
<td>Practicals: 0</td>
<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>Tests &amp; examinations: 22</td>
<td></td>
</tr>
<tr>
<td>Selfstudy 40</td>
<td></td>
</tr>
<tr>
<td>Other: Research 20</td>
<td></td>
</tr>
</tbody>
</table>

**Total Learning Time** 150

**Methods of Student Assessment**

- a. Research
- b. Oral and poster presentations
- c. Assignments

---

88
| **Home Department** | Education |
| **Module Topic** | Method of Teaching Life Orientation 401 |
| **Generic Module Name** | Method of Teaching Life Orientation 401 |
| **Alpha-numeric Code** | TML401 |
| **Credit Value** | 15 |
| **Duration** | Semester |
| **Proposed semester/term** | Semester 1 |
| **Programmes in which the module will be offered** | BEd |
| **Level** | 8 |

**Main Outcomes**
- Apply learning outcomes (knowledge, skills and values)
- Develop learning activities that facilitate the achievement of critical and developmental outcomes
- Discuss information and skills related to decision making about personal, community and environmental health (including HIV/AIDS, child abuse, gender violence, gangsterism, etc.)
- Analyse the role of self, others, their community and society (including human rights, the constitution etc.) in building productive societies
- Research teaching and learning within Life Orientation
- Develop materials and resources to facilitate learning
- Develop educators and learner portfolios

**Main Content**
- Learning Programme Development
  - Designing learning programmes, work schedules, lesson plans
- Lesson Plan development and execution
- Assessment in Life Orientation
- Overcoming Barriers to Learning
- Personal Development
  - Self Knowledge, Self Concept Enhancement, Decision Making, Conflict Resolution, Stress management
- Social Development
  - Human Rights and the South African Constitution, Democracy, Gender Equity, Diversity, Religion
- Physical Development and Movement
  - Holistic development, Physical education, games, recreation, fitness and sport
- Health promotion
  - HIV/AIDS Education within Life Orientation, High risk behaviour, Environmental Health, Abuse
- Orientation to the World of Work
  - Study methods, Career Choices
- Educator and learner portfolios

**Pre-requisite modules**
- Method of Teaching Life Orientation 302

**Co-requisite modules**
- None

**Prohibited module Combination**
- None

**A. Breakdown of Learning Time**

<table>
<thead>
<tr>
<th><strong>Contact with lecturer / tutor:</strong></th>
<th>42</th>
<th><strong>B. Time-table Requirement per week</strong></th>
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<tbody>
<tr>
<td><strong>Assignments &amp; tasks:</strong></td>
<td>34</td>
<td><strong>Lectures p.w.</strong></td>
</tr>
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<td><strong>Practicals:</strong></td>
<td>28</td>
<td><strong>Practicals p.w.</strong></td>
</tr>
<tr>
<td><strong>Tests &amp; examinations:</strong></td>
<td>8</td>
<td><strong>Tutorials p.w.</strong></td>
</tr>
<tr>
<td><strong>Self-study</strong></td>
<td>38</td>
<td><strong>Total Learning Time</strong></td>
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<tr>
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</table>
### Home Department
School of Science and Mathematics Education (Faculty of Education)

### Module Topic
Method of Teaching Mathematics

### Generic Module Name
Method of Teaching Mathematics 401

### Alpha-numeric Code
TMM401

### Credit Value
15

### Duration
One year

### Proposed semester/term
Semester 1

### Programmes in which the module will be offered
BEd

### Level
8

### Main Outcomes
At the end of this module students should be able to:
1. Demonstrate competence as learning resources adaptor and mediator of learning for the senior phase of the GETC with a focus on becoming a subject specialist within the OBE framework.
2. Demonstrate and understanding of selected Learning Theories (such as van Hiele Theory of Geometric Thought; Socio-cultural theory and theory of Instrumentation) and their implications for teaching and learning mathematics.
3. Demonstrate competence to conduct classroom based research.
4. Understand the nature, scope and methods of assessments of project work in school mathematics.
5. Demonstrate competence in didactical analysis of school mathematics subject matter.
6. Demonstrate competence in instructional design based on the didactical analysis of school mathematics subject matter.
7. Demonstrate competence in the use of mathematical technologies for teaching and learning mathematics.

### Main Content
1. Teaching, Learning, Assessment: Critique of articles; materials and mathematical texts.
2. Mediation strategies for teaching and learning of mathematics with emphasis on mathematical knowledge and process skills for solving practical problems at the senior phase.
4. Problem Solving Approaches.
5. Project work
6. Didactical analysis of school mathematics subject matter
7. Instructional design based on the didactical analysis of school mathematics subject matter
8. Use of Geometer’s Sketchpad and statistical software.

### Pre-requisite modules
Method of Teaching Mathematics 302

### Co-requisite modules
None

### Prohibited module Combination
None

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer/tutor:</td>
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<td>Assignments &amp; tasks:</td>
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<td>Practicals p.w. 0</td>
</tr>
<tr>
<td>Practicals:</td>
<td></td>
<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
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<td></td>
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<tr>
<td>Selfstudy</td>
<td>60</td>
<td></td>
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<td>Other: Research</td>
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<td></td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

### Methods of Student Assessment
CAF

1. Continuous assessment:
   - Assignments and tasks based on development of learning resources for the senior phase.
Evaluation of a teaching sequence in senior phase mathematics.
- Reports and presentations to demonstrate foundational, practical and reflexive competencies as learning mediators.
- Tests
- Research activities

2. Summative Assessment: Take Home Examination

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty Of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of Teaching Natural Sciences</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Method of Teaching Natural Sciences 401</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>GSM401</td>
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<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Duration</td>
<td>First Semester and Fourth Term (Third term is allocated to teaching practice)</td>
</tr>
<tr>
<td>Proposed semester/term</td>
<td>First</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>BEd</td>
</tr>
<tr>
<td>Level</td>
<td>8</td>
</tr>
</tbody>
</table>
| Main Outcomes       | • Learners should be able to demonstrate their ability to integrate education theory and policy with pedagogy.  
• Learners should assimilate the seven roles of the educator into the teaching and learning of relevant Natural Sciences lessons. |
| Main Content         | Planning for Teaching & Learning II  
- Regional and international comparative studies in science education  
- Reading and research of science education literature  
- To engage students with the curriculum for teaching and learning of Natural Sciences at the Senior Phase (Grades 7, 8, 9 ) of GET as advised by NCS 2002  
- Research into teaching and learning in the science classroom II  
- Materials and resource development II  
- Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the relevance of the Natural Sciences |
| Pre-requisite modules | None |
| A.Breakdown of Learning Time |  
| Contact with lecturer / tutor: | 44 | Lectures p.w. | 3 |
| Assignments & tasks: | 46 | Practicals p.w. | 0 |
| Tests & examinations: | 6 |
| Selfstudy | 30 |
| Other: Consultation | 24 |
| Total Learning Time | 150 |
| Methods of Student Assessment | CASS 60% (Tasks, tests, projects) Examination 40%  
- Reports, analysis and presentations of school and classroom based practice by observation and reviewing of journal articles  
- Micro teaching & engaging in socio-scientific materials design for lesson implementation |

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of Teaching Social Sciences</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Method of Teaching Social Sciences 401</td>
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<td>Alpha-numeric Code</td>
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<td>Duration</td>
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<td>Second Semester</td>
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</tr>
<tr>
<td>Level</td>
<td>8</td>
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</tbody>
</table>

**Main Outcomes**

At the end of this module students will be able to:

- Analyze and critique the NCS principles underlying Social Science teaching in the FET.
- Develop appropriate assessment activities for different learning outcomes.
- Reflect on teacher practices in the classroom.
- Engage in research to improve teaching practices for the Social Sciences in South Africa.
- Write a research report to support the teaching and learning of Social Sciences in the FET phase.

**Main Content**

The content of the NCS policy documents.

- Different approaches to CASS and CATS.
- Development of lesson plans.
- Developments in Social Science teaching.
- Engagement with the different roles of the educator in Social Science teaching.

Themes for study (Poverty and education, African Renaissance and education & Environmentalism).

**Pre-requisite modules**

Method of Teaching Social Sciences 301

**Co-requisite modules**

None

**Prohibited module Combination**

None

### A.Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Lectures p.w. 3</td>
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<td>0</td>
<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>25</td>
<td>Tests &amp; examinations:</td>
</tr>
<tr>
<td>37</td>
<td>Selfstudy</td>
</tr>
<tr>
<td>150</td>
<td>Other: Please specify</td>
</tr>
</tbody>
</table>

**Total Learning Time**

Class presentations, Tests & Assignments = 60% Examinations = 40%

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**POST GRADUATE CERTIFICATE IN EDUCATION (PGCE)**

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Education Practice</td>
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<tr>
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<td>Education Practice 401</td>
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<tr>
<td>Duration</td>
<td>Year</td>
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<tr>
<td>Proposed semester/term</td>
<td>Semesters 1 and 2</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>

**Main Outcomes**

At the end of this module students should be able to demonstrate that they:

- Have gained insight into teaching, schools and classrooms;
- Are able to plan and execute lessons effectively;
- Possess the required subject knowledge;
- Are reflective practitioners;
- Understand what professional conduct entails; and
Conduct themselves in a professional manner.

Main Content

The above outcomes are achieved in an integrated way with students’ engagement with:
- School and classroom observation;
- Lesson observation (peers and teachers);
- Lesson planning and execution;
- Reflection on their own teaching;
- The compilation of a Journal to record reflection on issues inside and outside of the school that impact on teaching and learning;
- The compilation of a Portfolio of teaching and other resources;
- The completion of a Teaching Practice workbook; and
- Earning a good confidential school’s report in respect of their teaching and professional conduct.

Pre-requisite modules
Bachelor’s degree with required teaching subjects

Co-requisite modules
Education Theory 401
Education Theory 411
Education Theory 421
Language Communication
Two subject method modules

Prohibited module Combination

A. Breakdown of Learning Time

| Contact with lecturer / tutor: | 21 | Lectures p.w. | 1 | Term 1 = 7 hours |
| Assignments & tasks: | | | | Term 2 = 7 hours |
| Practicals: | 109 | School and classroom observation = 2 weeks; Teaching practice = 7 weeks. | | Term 4 = 7 hours |
| Tests & examinations: | | | | |
| Selfstudy | 20 | Lesson and Portfolio preparation, journal writing | | |

Total Learning Time 150

Methods of Student Assessment
Continuous evaluation:
- Supervisor’s assessment of teaching = 40%
- Assessment of subject teaching = 30%
- Assessment of Portfolio = 10%
- Student teacher’s professional development = 20%

Home Department
Faculty of Education

Module Topic
Education Theory 402

Alpha-numeric Code
HDE402

Credit Value
15

Duration
Term

Proposed semester/term
First term

Programmes in which the module will be offered
Postgraduate Certificate in Education

Level
6

Main Outcomes

Section 1: Learners and learning
At the end of this section students should:
- Understand what it is that enhances the teaching and learning process;
- Know about how people learn, why they are able to learn, what learning is and when it happens;
- Understand the role played by teachers, parents, peers and others in the teaching and learning process;
- Reflect on what teachers can do to improve the teaching and learning process; and
- Apply the theories of Vygotsky and Feuerstein to classroom practice.

Section 2: Curriculum, outcomes-based education (OBE) and assessment
At the end of this section students should:
Main Content

Demonstrate a critical understanding of the concept and nature of the curriculum;
Have gained insight into curriculum policy development in the South African context with specific reference to OBE;
Have knowledge and experience of how curriculum is operationalised in South African schools;
Have developed theoretical and practical knowledge about how and why the curriculum is planned and organized in a specific way; and
Know the purposes of school-based assessment.

Section 3: Teaching for interactive learning
At the end of this section students should:
Be able to apply the learning theories of Feuerstein and Vygotsky in practice;
Experience and reflect on learning and teaching in terms of interactive learning, thinking skills development, and meditational teaching;
Plan and organize a lesson that has clear outcomes, draws on learners’ experience, is logically sequenced and pays attention to learning styles;
Develop appropriate assessment tasks and rubrics; and
Reflect on their own teaching.

Section 1: Learners and learning
The programme covers:
Holistic development;
The importance of self-concept and building self esteem;
The interaction between learning and development;
Learning theories of Piaget, Vygotsky and Feuerstein; and
The implications of these learning theories for practice.

Section 2: Curriculum, outcomes-based education (OBE) and assessment
The programme covers:
Curriculum and reality in South African schools;
Curriculum policy development in South Africa and Outcomes-based Education (OBE);
OBE: the debate about knowledge in the curriculum, ways of knowing, and the role of the educator; and
Curriculum and the reality in the South African context with specific reference to assessment and student learning.

Section 3: Teaching for interactive learning
The programme covers:
Using questions, demonstrations and whole class discussions in teaching;
Small group teaching and learning;
Links between some teaching strategies and the learning theories proposed by Feuerstein and Vygotsky;
Criterion-based assessment;
Lesson planning; and
Reflection on own teaching.

Pre-requisite modules
Appropriate Bachelor’s degree

Co-requisite modules
Education Practice 401
Education Theory 411
Education Theory 421
Two subject methods
Two language communication modules

Prohibited module Combination
A.Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>Lectures p.w.</td>
</tr>
<tr>
<td>50</td>
<td>Practicals p.w.</td>
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### Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Contact with lecturer / tutor:</strong></td>
<td>62</td>
<td>Lectures</td>
</tr>
<tr>
<td><strong>Assignments &amp; tasks:</strong></td>
<td>120</td>
<td>Research, practical Inquiry and practice</td>
</tr>
<tr>
<td><strong>Tests &amp; examinations:</strong></td>
<td>6</td>
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</tr>
<tr>
<td><strong>Other: Please specify</strong></td>
<td>62</td>
<td>Micro-teaching &amp; Consultation</td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td>250</td>
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</tr>
</tbody>
</table>

### Methods of Student Assessment

- **CASS 60% (Tasks, tests, projects)**
- Examination 40%
- Reports, analysis and presentations of school and classroom based practice by observation and reviewing of journal articles.
- Micro teaching & Engaging in socio-scientific materials design for lesson implementation.

---

**Module description**

- **Method of Biology**
- **Alpha-numeric code:** MTH402
- **Credit Value:** 25
- **Duration:** Year
- **Level:** 8

**Main Outcomes**

Learners should be able to demonstrate their ability to integrate theory, policy, roles of the educator and reflective research into planning and teaching of relevant and meaningful Biology lessons.

**Main Content**

Science Education in Context
- Nature of Science (NOS)
- Indigenous knowledge systems (IKS) (Geo-science base)
- Planning for Teaching & Learning I
- Developing educator and learner portfolio’s
- Materials and resources development I (Geo-science platform)
- Planning for Teaching & Learning II
- Regional and international comparative studies in science education
- Reading and research of science education literature
- To engage students with the curriculum for teaching and learning of Biology (Grades 10, 11, 12) of FET as advised by NCS 2002
- Research into teaching and learning in the science classroom II
- Materials and resource development II
- Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the relevance of the Natural Sciences
- Micro-teaching and Teaching Practice Portfolio Development

---

**Module description**

- **Method of Natural Sciences 301**
- **Alpha-numeric code:** MTH 406
- **Credit Value:** 25
- **Duration:** Year
- **Module Type:** Programme
- **Level:** 8

**Main Outcomes**

Learners should be able to demonstrate the ability to integrate theory, policy, roles of the educator and reflective research into planning and teaching of relevant and meaningful Physical Science lessons.
Main Content
Science Education in Context
- Nature of Science (NOS)
Indigenous knowledge systems (IKS) (Geo-science base)
Planning for Teaching & Learning I
Developing educator and learner portfolio’s
Materials and resources development I (Geo-science platform)
Planning for Teaching & Learning II
Regional and international comparative studies in science education
Reading and research of science education literature
To engage students with the curriculum for teaching and learning of
Physical Sciences (Grades 10, 11, 12) of FET as advised by NCS 2002
Research into teaching and learning in the science classroom II
Materials and resource development II
Models of teaching and learning with emphasis on argumentative and
socio-scientific discourses to encourage an understanding of the
relevance of the Natural Sciences
Micro-teaching and Teaching Practice Portfolio Development

<table>
<thead>
<tr>
<th>Breakdown of Learning Time</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor</td>
<td>62 Lectures</td>
</tr>
<tr>
<td>Assignments &amp; tasks</td>
<td>120 Research, practical Inquiry and practice</td>
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<tr>
<td>Tests &amp; examinations</td>
<td>6</td>
</tr>
<tr>
<td>Other: Please specify</td>
<td>62 Micro-teaching &amp; Consultation</td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>250</td>
</tr>
</tbody>
</table>

Methods of Student Assessment
CASS 60% (Tasks, tests, projects) Examination 40%
Reports, analysis and presentations of school and classroom based practice by observation and reviewing of journal articles. Micro teaching & Engaging in socio-scientific materials design for lesson implementation

Home Department
Faculty Of Education
Module description
Method of General Sciences
Alpha-numeric code
MTH404
Credit Value
25
Duration
Year
Module Type
Programme
Level
8
Main Outcomes
Learners should be able to demonstrate their ability to integrate theory, policy, roles of the educator and reflective research into planning and teaching of relevant and meaningful Natural Sciences lessons.

Main Content
Science Education in Context
- Nature of Science (NOS)
Indigenous knowledge systems (IKS) (Geo-science base)
Planning for Teaching & Learning I
Developing educator and learner portfolio’s
Materials and resources development I (Life and Living; Energy and Change; Matter and Material; Planet Earth and Beyond)
Planning for Teaching & Learning II
Regional and international comparative studies in science education
Reading and research of science education literature
To engage students with the curriculum for teaching and learning of
Physical Sciences (Grades 8-9) of Senior Phase GET, located in High Schools as advised by NCS 2002
Research into teaching and learning in the science classroom II
Materials and resource development II
Models of teaching and learning with emphasis on argumentative and socio-scientific discourses to encourage an understanding of the relevance of the Natural Sciences
Micro-teaching and Teaching Practice Portfolio Development
<table>
<thead>
<tr>
<th>Breakdown of Learning Time</th>
<th>Hours</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>62</td>
<td>Lectures</td>
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<tr>
<td>Assignments &amp; tasks:</td>
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<tr>
<td>Tests &amp; examinations:</td>
<td>6</td>
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<tr>
<td>Other: Please specify</td>
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<td>Micro-teaching &amp; Consultation</td>
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<tr>
<td>Total Learning Time</td>
<td>250</td>
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Methods of Student Assessment

CASS 60% (Tasks, tests, projects) Examination 40% Reports, analysis and presentations of school and classroom based practice by observation and reviewing of journal articles. Micro teaching & Engaging in socio-scientific materials design for lesson implementation

<table>
<thead>
<tr>
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<th>Faculty of Education</th>
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</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>African Language Communication</td>
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<td>Programmes in which the module will be offered</td>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>

Main Outcomes

At the end of this module students should be able to:

- Show basic understanding of the morphological, lexical and syntactic structure of isiXhosa
- Have basic communication skills in isiXhosa within the classroom context
- Listen and respond appropriately to different forms of isiXhosa in different classroom situations
- Demonstrate basic reading skills in isiXhosa as well as familiarity with interactive theory
- Apply this knowledge to teaching reading skills across the curriculum
- Create and write elementary texts in isiXhosa
- Have sufficient knowledge to use isiXhosa to facilitate and intervene in different teaching and learning situations

Main Content

The course content aims at developing the following language skills: listening, speaking, reading and writing. This module also aims at strengthening the ability to use isiXhosa appropriately in academic and educational contexts to promote reasoning and critical thinking skills. The following broad areas will be covered:

- Language for mediation and intervention across the curriculum
- Language structure
- Listening and speaking skills (e.g. interactive dialogues, debates, presentations, etc.)
- Reading: Using functional discourse, exposure to different reading techniques
- Writing: Summarizing, drafting, editing, reporting, etc.
- Functional discourse

Pre-requisites

Appropriate Bachelor’s degree

Co-requisites

- Education Practice 401
- Education Theory 402
- Education Theory 411
- Education Theory 421
- Two subject methods
- One other language communication module

Prohibited Combinations

None

Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
<th>Hours</th>
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<tbody>
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<td></td>
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</table>
### Methods of Student Assessment
- Oral Presentations
- Assignments
- Reports
- Continuous Assessment

### Home Department
Faculty of Education

### Module Topic
Afrikaans Communication

### Generic module name
HDE431

### Alpha-numeric code
HDE431

### Credit Value
5

### Duration
One semester

### Proposed semester
First semester

### Programmes in which the module will be offered
Postgraduate Certificate in Education

### Level
6

### Main Outcomes
At the end of this module students should be able to:
- Show a basic understanding of the morphonological, lexical, and syntactic structure of Afrikaans
- Have basic communication skills in Afrikaans within the classroom context.
- Listen and respond appropriately to different forms of Afrikaans in different classroom situations.
- Demonstrate basic reading skills in Afrikaans as well as familiarity with interactive theory.
- Apply this knowledge to teaching reading skills across the curriculum.
- Create and write elementary texts in the Afrikaans.
- Have sufficient knowledge to use Afrikaans to facilitate and intervene in different teaching and learning situations.

### Main Content
The course content aims at developing the following skills: speaking, listening, reading and writing. This module also aims to strengthen the ability to use Afrikaans appropriately in academic and educational contexts. Strengthening of reasoning and critical thinking skills. The following broad areas will be covered:
- Language for mediation and intervention across the curriculum
- Language structure
- Listening and speaking skills e.g. interactive dialogue, presentations, etc
- Reading skills: using functional discourse, exposure to different reading techniques
- Writing skills: e.g. summarizing, editing, drafting, reporting, etc
- Functional discourse

### Pre-requisites
Appropriate Bachelor’s degree

### Co-requisites
- Education Practice 401
- Education Theory 402
- Education Theory 411
- Education Theory 421
- Two subject methods
- One other language communication module

### Prohibited Combinations
None

### Breakdown of Learning Time
- **Contact with lecturer / tutor:** 36
- **Assignments & tasks:** 10
- **Tests & examinations:** 4
- **Total Learning Time:** 50

### Methods of Student Assessment
- Assignments 60%
- Class presentations
<table>
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<th>Home Department</th>
<th>Faculty of Education</th>
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<tbody>
<tr>
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<td>Afrikaans Kommunikasie</td>
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<td>Duration</td>
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<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>

**Main Outcomes**

Aan die einde van hierdie module moet die studente in staat wees om:
- ’n basiese begrip te toon van die morfologiese, leksiese en sintaksiese struktuur van Afrikaans
- om basiese kommunikasiese vaardighede in Afrikaans te hê te luister en toepaslik te reageer in die verskillende vorme van Afrikaans in verskillende klasbersitsituasies
- basiese leesvaardighede in Afrikaans te demonstreer sowell as bekend te wees met interaktiewe teorie
die kennis toe te pas om leesvaardighede regoor die kurrikulum te onderrig
elementêre tekste te skep in Afrikaans voldoende kennis te hê om Afrikaans te faciliteer en in te gryp in verskillende leer en onderrig situasies.

**Main Content**

Die INHOUD het ten doel om die volgende vaardighede te ontwikkel: PRAAT, LUISTER, LEES en SKRYF. Hierdie module het ook ten doel om die vermoë om Afrikaans toepaslik te gebruik in akademiese en en opvoedkundige te versterk.
- taal vir intervensie en ondersteuning
- Taalstrukture
- Luister-en praatvaardighede, bv. interaktiewe dialoog, mondelinge voorleggings, ens.
- Leesvaardighede: gebruik van funksionele diskoers, blootstelling aan verskillende leestegnieke
- Skryfvaardighede: Bv. opsommings, redigering, drafting, verslaggewing, ens.
- Funksionele gesprekvoering

**Pre-requisites**

Toepaslike Baccalaureus graad

**Co-requisites**

- Education Practice 401
- Education Theory 402
- Education Theory 411
- Education Theory 421
- Two subject methods
- Een ander taal kommunikasie module

**Prohibited Combinations**

Geen

**Breakdown of Learning Time**

| Contact with lecturer / tutor: | 36 |
| Assignments & tasks:          | 10 |
| Tests & examinations:         | 4  |
| Total Learning Time           | 50 |

**Methods of Student Assessment**

| Take                  | 60% |
| Klasvoorleggings      |     |
| Eksamen               | 40% |

**Home Department**

Faculty of Education

**Module Topic**

Education Practice 401

**Alpha-numeric Code**

HDE401

**Credit Value**

15
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<td>Semesters 1 and 2</td>
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<td>Postgraduate Certificate in Education</td>
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<tr>
<td>Level</td>
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<tr>
<td>Main Outcomes</td>
<td>At the end of this module students should be able to demonstrate that they: Have gained insight into teaching, schools and classrooms; Are able to plan and execute lessons effectively; Possess the required subject knowledge; Are reflective practitioners; Understand what professional conduct entails; and Conduct themselves in a professional manner.</td>
</tr>
<tr>
<td>Main Content</td>
<td>The above outcomes are achieved in an integrated way with students’ engagement with: School and classroom observation; Lesson observation (peers and teachers); Lesson planning and execution; Reflection on their own teaching; The compilation of a Journal to record reflection on issues inside and outside of the school that impact on teaching and learning; The compilation of a Portfolio of teaching and other resources; The completion of a Teaching Practice workbook; and Earning a good confidential school’s report in respect of their teaching and professional conduct.</td>
</tr>
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<td>Bachelor’s degree with required teaching subjects</td>
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<tr>
<td>Co-requisite modules</td>
<td>Education Theory 401</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
<td>Education Theory 411</td>
</tr>
<tr>
<td></td>
<td>Education Theory 421</td>
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<tr>
<td></td>
<td>Language Communication</td>
</tr>
<tr>
<td></td>
<td>Two subject method modules</td>
</tr>
<tr>
<td>A. Breakdown of Learning Time</td>
<td>B. Time-table Requirement per week</td>
</tr>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>Lectures p.w. 1</td>
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<tr>
<td>Assignments &amp; tasks:</td>
<td>Term 1 = 7 hours</td>
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<tr>
<td>Practicals:</td>
<td>School and classroom observation = 2 weeks; Teaching practice = 7 weeks.</td>
</tr>
<tr>
<td>Term 2 = 7 hours</td>
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<td>Term 4 = 7 hours</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
<td></td>
</tr>
<tr>
<td>Selfstudy</td>
<td>Lesson and Portfolio preparation, journal writing</td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>150</td>
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<tr>
<td>Methods of Student Assessment</td>
<td>Continuous evaluation: Supervisor’s assessment of teaching = 40% Assessment of subject teaching = 30% Assessment of Portfolio = 10% Student teacher’s professional development = 20%</td>
</tr>
<tr>
<td>Home Department</td>
<td>Faculty of Education</td>
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<td>Module Topic</td>
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</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Main Outcomes</td>
<td>Section 1: Learners and learning</td>
</tr>
</tbody>
</table>
At the end of this section students should:
Understand what it is that enhances the teaching and learning process;
Know about how people learn, why they are able to learn, what learning is and when it happens;
Understand the role played by teachers, parents, peers and others in the teaching and learning process;
Reflect on what teachers can do to improve the teaching and learning process; and
Apply the theories of Vygotsky and Feuerstein to classroom practice.

Section 2: Curriculum, outcomes-based education (OBE) and assessment
At the end of this section students should:
Demonstrate a critical understanding of the concept and nature of the curriculum;
Have gained insight into curriculum policy development in the South African context with specific reference to OBE;
Have knowledge and experience of how curriculum is operationalised in South African schools;
Have developed theoretical and practical knowledge about how and why the curriculum is planned and organized in a specific way; and
Know the purposes of school-based assessment.

Section 3: Teaching for interactive learning
At the end of this section students should:
Be able to apply the learning theories of Feuerstein and Vygotsky in practice;
Experience and reflect on learning and teaching in terms of interactive learning, thinking skills development, and meditational teaching;
Plan and organize a lesson that has clear outcomes, draws on learners’ experience, is logically sequenced and pays attention to learning styles;
Develop appropriate assessment tasks and rubrics; and
Reflect on their own teaching.

Main Content

Section 1: Learners and learning
The programme covers:
Holistic development;
The importance of self-concept and building self esteem;
The interaction between learning and development;
Learning theories of Piaget, Vygotsky and Feuerstein; and
The implications of these learning theories for practice.

Section 2: Curriculum, outcomes-based education (OBE) and assessment
The programme covers:
The concept and nature of curriculum;
Views of and orientations to the curriculum;
Curriculum and reality in South African schools;
Curriculum policy development in South Africa and Outcomes-based Education (OBE);
OBE: the debate about knowledge in the curriculum, ways of knowing, and the role of the educator; and
Curriculum and the reality in the South African context with specific reference to assessment and student learning.

Section 3: Teaching for interactive learning
The programme covers:
Using questions, demonstrations and whole class discussions in teaching;
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Links between some teaching strategies and the learning theories proposed by Feuerstein and Vygotsky;
Criterion-based assessment;
Lesson planning; and
Reflection on own teaching.

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<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Appropriate Bachelor’s degree</th>
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<tbody>
<tr>
<td>Co-requisite modules</td>
<td>Education Practice 401</td>
</tr>
<tr>
<td></td>
<td>Education Theory 411</td>
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<td>Education Theory 421</td>
</tr>
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<td></td>
<td>Two subject methods</td>
</tr>
<tr>
<td></td>
<td>Two language communication modules</td>
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</table>

Prohibited module Combination

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>Lectures p.w.</th>
</tr>
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<tbody>
<tr>
<td>18</td>
<td>Three</td>
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<table>
<thead>
<tr>
<th>Hours</th>
<th>Practicals p.w.</th>
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</thead>
<tbody>
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<td>50</td>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Hours</th>
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<td>70</td>
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</tbody>
</table>

Total Learning Time 150

Methods of Student Assessment

Integrated assignment = 50%
Examination = 50%

Home Department Education

Module Topic Education Theory 411

Alpha-numeric code HDE411

Credit Value 15

Duration One term

Proposed semester/term First semester, second term

Programme in which the module will be offered Postgraduate Certificate in Education

Level 6

Main Outcomes

Section 1: Managing classrooms and schools
At the end of this section students should be able to:
Understand the ways in which a healthy environment for teaching and learning can be implemented and sustained through whole school development;
Explain and apply the notion of a health-promoting school;
Understand the physical, social and instructional aspects of a healthy classroom environment;
Implement some strategies for building a disciplined classroom environment, and for classroom management.

Section 2: Teaching a diversity of learners
At the end of this unit students should be able to:
Reconceptualise special education;
Understand and identify barriers to learning and development;
Understand the nature and role of support services;
Understand the basis of diversity and consider how diversity can impact on teaching and learning;
Describe different manifestations of diversity, e.g. differences based on class, race, gender, language, and how these impact on teaching and learning;
Consider a number of pedagogical approaches to diversity.

Main Content

Section 1: Managing classrooms and schools
Developing a healthy school
Whole school development
Health Promoting schools
Inclusive schools
Developing a healthy classroom
Aspects of classroom
Building a democratic classroom
Discipline and classroom management
Strategies for building disciplined teaching and learning environments
Section 2: Teaching a diversity of learners
Constructing a supportive learning environment in a world and a classroom that is diverse
Pedagogical approaches to diversity
Values in education and democracy
Elements of oppression
Teaching, diversity and anti-racism
Education White Paper 6
Intrinsic and extrinsic barriers
Identifying and addressing barriers to learning and development in the classroom

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>Appropriate Bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisites</td>
<td>Education Practice 401</td>
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<td>Education Theory 402</td>
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<tr>
<td></td>
<td>Language Communication</td>
</tr>
<tr>
<td></td>
<td>Two subject methods</td>
</tr>
</tbody>
</table>

| Prohibited Combinations          | None                          |
| Breakdown of Learning Time       | Hours                         |
| Contact with lecturer / tutor:   | 18 hours                     |
| Assignments & tasks:             | 50 hours                      |
| Tests & examinations:            | 3 hours                       |
| Self study                       | 79 hours                      |
| Total Learning Time              | 150 hours                     |

| Methods of Student Assessment    | Assignment (50%) and exam (50%) |

| Home Department              | EDUCATION                      |
| Module Topic                 | ENGLISH COMMUNICATION           |
| Alpha-numeric code           | HDE432                         |
| Credit Value                 | 5                              |
| Duration                     | One semester                   |
| Proposed semester/term       | First Semester                 |
| Programmes in which the module will be offered | Postgraduate Certificate in Education |
| Level                        | 6                              |

| Main Outcomes | At the end of this module students should be able to: Demonstrate familiarity with interactive reading theory; Apply this knowledge to teaching reading skills across the curriculum; Understand and create clear, persuasive written and oral arguments and presentations, using MS Excel and PowerPoint Identify and evaluate assumptions and values, and locate fallacies in reasoning. |
| Main Content   | This module seeks to strengthen your ability to use English appropriately in academic and educational contexts. This ability will be developed through a discourse-based approach to language teaching which draws attention to how the resources of the language combine to realise meaning in academic and educational contexts. At the same time, you will strengthen your reasoning and critical thinking skills. Sample tasks Listening and speaking skills: taking notes, making clear coherent presentations Reading skills: skimming, scanning, prediction, using discourse and language clues to track the development of an argument and identify/evaluate the authors position. Writing skills: Summarising, drawing up outlines, drafting, editing Text types: narrative, exposition/argument, report, explanation, |

103
**Computer skills**
- Able to lay out presentations on MS Word
- Able to create simple graphs on MS Excel

**Understanding and making tables and graphs**
- Read information accurately from basic tables and graphs
- Able to tell if a graph shows information accurately
- Create accurate, effective bar or pie charts

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>Appropriate Bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisites</td>
<td>Education Practice 401</td>
</tr>
<tr>
<td></td>
<td>Education Theory 402</td>
</tr>
<tr>
<td></td>
<td>Education Theory 411</td>
</tr>
<tr>
<td></td>
<td>Education Theory 421</td>
</tr>
<tr>
<td></td>
<td>Two subject methods</td>
</tr>
<tr>
<td></td>
<td>One other language communication module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prohibited Combinations</th>
<th>None</th>
</tr>
</thead>
</table>

**Breakdown of Learning Time**

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module description</td>
<td>Method of African Language</td>
</tr>
<tr>
<td>Alpha-numeric code</td>
<td>MTH410</td>
</tr>
<tr>
<td>Credit Value</td>
<td>25</td>
</tr>
<tr>
<td>Duration</td>
<td>1 year</td>
</tr>
<tr>
<td>Proposed semester/term</td>
<td>First semester and 4th term</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>PGCE</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>

**Main Outcomes**

At the end of this course the students should be able to:
- understand, analyze and critique the South African Language Policy in relation to the new curriculum
- understand and critique the RNCS principles underlying isiXhosa Language Teaching in the FET Phase
- develop their own lesson and assessment activities according to different learning outcomes and assessment standards
- design and use relevant teaching resources in different contexts
- teach different lessons in isiXhosa confidently and effectively
- do research to improve their teaching practices
- write a research report that supports isiXhosa teaching and learning in the FET Phase
- understand the principles and methods for teaching the four basic language skills (speaking, reading, writing, listening) using a discourse-based approach

**Main Content**

Language-in-Education Policy
Language Area Learning Outcomes & Assessment Standards
Continuous Assessment
Managing Assessment
Materials Development
Micro teaching
Focus on four basic language skills (speaking, reading, writing,
<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>Appropriate Bachelor’s degree with Xhosa on at least second year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisites</td>
<td>Education Practice 401</td>
</tr>
<tr>
<td></td>
<td>Education Theory 402</td>
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<td></td>
<td>Education Theory 411</td>
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<td></td>
<td>Two subject methods</td>
</tr>
<tr>
<td></td>
<td>Two language communication modules</td>
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</table>

**Prohibited Combinations**

**Breakdown of Learning Time**

<table>
<thead>
<tr>
<th>Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact with lecturer / tutor:</strong></td>
<td>63</td>
</tr>
<tr>
<td><strong>Assignments &amp; tasks:</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Tests &amp; examinations:</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Practicals:</strong></td>
<td>125</td>
</tr>
<tr>
<td><strong>Selfstudy</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Learning Time</strong></td>
<td>250</td>
</tr>
</tbody>
</table>

**Methods of Student Assessment**

- Assignments
- Class Presentations
- Research Projects
- Tests
- Micro Teaching
- Examination

**Home Department**

- Faculty of Education

**Module Topic**

- Method of Afrikaans

**Alpha-numeric code**

- MTH411

**Credit Value**

- 25

**Proposed semester/term**

- First semester and 4th term

**Programme in which the module will be offered**

- PGCE

**Level**

- 6

**Main Outcomes**

- By the end of this module students should be able to:
  - Understand the Language –in-Education Policy and curriculum in which they will be teaching in South Africa
  - Analyse and critique the RNCS principles underlying Afrikaans Language teaching in the FET Phase
  - Apply assessment standards in the FET Phase
  - Develop their own lesson and assessment activities according to different learning outcomes and assessment standards
  - Design and use different relevant teaching resources in different contexts
  - Teach different lessons in Afrikaans confidently and effectively
  - Do research to improve their teaching practices
  - Understand the principles and methods for teaching the four basic language skills (speaking, reading, writing, listening) using a discourse-based approach

**Main Content**

- Language –in Education-Policy
- Language Learning Outcomes and Assessment Standards (FET) Phase
- Continuous Assessment
- Managing Assessment
- Designing learning programmes
- Materials Development
- Micro-Teaching
- Action research in the classroom
- Focus on the teaching of the four basic language skills (speaking, reading, writing, listening)

**Pre-requisites**

- Afrikaans on at least 2nd year level

**Co-requisites**

- Appropriate Bachelor’s degree
### Prohibited Combinations

<table>
<thead>
<tr>
<th>Breakdown of Learning Time</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer/tutor:</td>
<td>63</td>
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<tr>
<td>Selfstudy</td>
<td>20</td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>250</td>
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</table>

### Methods of Student Assessment

<table>
<thead>
<tr>
<th>Assignments</th>
<th>EXAMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class presentations</td>
<td></td>
</tr>
<tr>
<td>Tests</td>
<td></td>
</tr>
<tr>
<td>Micro Teaching</td>
<td></td>
</tr>
<tr>
<td>Research projects</td>
<td></td>
</tr>
</tbody>
</table>

### Home Department

- Education

### Module Topic

- English Method

### Alpha-numeric code

- MTH412

### Credit Value

- 25

### Duration

- 1 year

### Proposed semester/term

- First semester and 4th term

### Programmes in which the module will be offered

- Postgraduate Certificate in Education

### Level

- 6

### Main Outcomes

At the end of this module students should be able to:

- Understand the Language Policy and Curriculum contexts in which they will be teaching English in South Africa;
- Interpret and implement the Revised National Curriculum Statement's Language and Learning Area Outcomes and Assessment Standards;
- Demonstrate that they have developed the skills and understanding of principles and methods for teaching the four language learning outcomes: speaking and listening; reading and viewing; writing and presenting; language structures and conventions;
- Demonstrate familiarity with theories of learning; approaches to developing thinking skills and conceptual understanding; and the role of language in learning across the curriculum;
- Demonstrate that they have developed into competent, caring, challenging and creative teachers of English;
- View language as a powerful tool for learning.

### Main Content

The teaching of English as a First Additional Language is the focus of this English Method Course. The course has both theoretical and practical components, as we think it is important that you understand the policies and theories which form the basis of current, good language teaching practice, as well as knowing how to teach language skills.

We begin the course with a broad framework for understanding the most recent official language teaching and learning requirements set out in the new Language-in-Education Policy and the Revised National Curriculum Statements, based on Outcomes-Based Education principles. We then consider some theories of learning. The second term focuses mainly on principles, methods and ideas for teaching the language learning outcomes, and covers the teaching of reading (including literature), writing, grammar and spelling. In the third term you will be allocated to a school for teaching practice. In the final term we will focus on the role of language in learning across the curriculum, how to develop learners’ thinking skills and how to ensure meaningful understanding. We then review theories of learning as well as approaches and methods for language teaching. We also study and apply the Language Learning Outcomes and Assessment Standards in detail,
and consider how to assess language learning. The important skills and understanding you will need for teaching English are woven into the course, in relevant contexts, so that by the end of the course you should understand the processes, and be competent to teach reading, writing, oral and language skills in appropriate ways. The work on teaching language skills is related at all times to the learning outcomes for language in the National Curriculum Statement.

**Pre-requisites**
Bachelor’s Degree with at least 2 years of undergraduate English

**Co-requisites**
- Education Practice 401
- Education Theory 402
- Education Theory 411
- Education Theory 421
- Language Communication
- Second subject method

**Prohibited Combinations**

**Breakdown of Learning Time**
<table>
<thead>
<tr>
<th>Hours</th>
<th>Contact with lecturer / tutor:</th>
<th>63</th>
<th>3 hours per week; Term 1 = 7 weeks Term 2 =7 weeks Term 4 = 7 weeks</th>
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<tbody>
<tr>
<td>32</td>
<td>Assignments &amp; tasks:</td>
<td>8 assignments; approx. 4 hours each</td>
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</tr>
<tr>
<td>10</td>
<td>Tests &amp; examinations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>Practicals:</td>
<td>Teaching practice</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Selfstudy</td>
<td>Reading and preparation for sessions</td>
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</tr>
<tr>
<td>250</td>
<td>Total Learning Time</td>
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<td></td>
</tr>
</tbody>
</table>

**Methods of Student Assessment**
Course Assessment (Continuous – no final examination)

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Design an information document for parents about the Language in Education Policy</td>
<td>10%</td>
</tr>
<tr>
<td>Oral mark for micro-teaching and presentation of English lessons</td>
<td>15%</td>
</tr>
<tr>
<td>Making and writing about a collage</td>
<td>5%</td>
</tr>
<tr>
<td>Written lesson evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Read and review a short story</td>
<td>10%</td>
</tr>
<tr>
<td>Design a series of lessons</td>
<td>20%</td>
</tr>
<tr>
<td>Creative writing</td>
<td>5%</td>
</tr>
<tr>
<td>Portfolio of lesson plans, activities and tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Review an article on learning and teaching</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

**Home Department**
Faculty of Education

**Module Topic**
Method of Geography

**Alpha-numeric Code**
MGE411

**Credit Value**
25

**Duration**
1 year

**Proposed semester/term**
First semester and 4th term

**Programmes in which the module will be offered**
Postgraduate Certificate in Education

**Level**
6

**Main Outcomes**
On completion of this course you are suppose to:
- Know and understand the syllabus as stipulated by the education department
- Be able to demonstrate an understanding of Geography’s contribution to education
Use innovative ideas to create relevant resource materials
Analyse and understand the National Curriculum Statements for Geography
Critique classroom practices including peer evaluation
Conduct field excursion

| Main Content | Knowledge and interpretation of the Geography FET curriculum:
Knowledge about the National Curriculum Statement and understanding of the Learning Programme Guidelines (LPG) and Subject Assessment Guidelines (SAG) for Geography.
Knowledge of teaching and learning, assessment and learning outcomes for Geography.
Lesson planning and developing learning programmes and work schedules.
Subject knowledge of the content of the FET curriculum for Geography.
Integrating technology into Geography Teaching
The development of pedagogical knowledge and principles of the subject.
The development of teaching and learning strategies for classroom use.
Developing teaching aids.
Collecting, evaluating and developing resources for the teaching of Geography.
Preparation and presentation of Geography lessons to FET learners in a school.

| Pre-requisite modules | Bachelor’s Degree with at least 2 years of undergraduate Geography

| Co-requisite modules | Education Practice 401
Education Theory 402
Education Theory 411
Education Theory 421
Language Communication
Second subject method

| Prohibited module Combination |

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>60</td>
<td>Lectures p.w.</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
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<td>Practicals p.w.</td>
</tr>
<tr>
<td>Practicals:</td>
<td>120</td>
<td>Tutorials p.w.</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Selfstudy</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other: Please specify</td>
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<td>Field trip</td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>250</td>
<td></td>
</tr>
</tbody>
</table>

| Methods of Student Assessment | Coursework: 50 %
Examination: 50 %
Total Mark: 100% |

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of History</td>
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<td>Generic Module Name</td>
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<tr>
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<td>First semester and 4th term</td>
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<tr>
<td>Programmes in which the module will be offered</td>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
</tbody>
</table>

Main Outcomes
At the end of the course, students should be able to:
Demonstrate basic planning techniques in history teaching;
Relate the principles and theory of history to classroom teaching;
Develop classroom teaching materials and activities;
Integrate content, skills and values;
Apply a range of teaching styles;  
Do detailed lesson planning;  
Develop a theme, learning unit and lesson plan;  
Understand the basic principles of Curriculum 2005, and a skills-based approach;  
Understand the conditions for history teaching in schools; and  
Use a range of teaching materials.

| Main Content | South African history of education  
African Renaissance  
The History classroom  
Teaching History in contemporary South Africa |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite modules</td>
<td>Appropriate bachelor’s degree</td>
</tr>
</tbody>
</table>
| Co-requisite modules | Education Practice 401  
Education Theory 402  
Education Theory 411  
Education Theory 421  
Language communication  
One other subject method |
| Prohibited module Combination | |
| A. Breakdown of Learning Time | Hours | B. Time-table Requirement per week |
| Contact with lecturer / tutor: | 63 | Lectures p.w. | 3 |
| Assignments & tasks: | 32 | Practicals p.w. | - |
| Practicals: | 125 | Tutorials p.w. | - |
| Tests & examinations: | 10 | |
| Selfstudy | 20 | |
| Total Learning Time | 250 | |
| Methods of Student Assessment | 2 Assignments  
1 Class test  
1 Research Project  
1 Examination |

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Method of Life Orientation</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
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<tr>
<td>Credit Value</td>
<td>25</td>
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<tr>
<td>Duration</td>
<td>1 Year</td>
</tr>
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<td>Proposed semester/term</td>
<td>Terms 1, 2, 4</td>
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<tr>
<td>Programmes in which the module will be offered</td>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>
| Main Content | Teaching and Learning Strategies  
Materials development  
Experiential Learning  
Co-operative learning  
Assessment in Life Orientation  
National Curriculum Statement  
Stress Management  
Conflict resolution  
Counselling. |
| Main Outcomes | At the end of this course students should be able to:  
Engage in a critical manner with the National Curriculum Statement to ensure optimal implementation in the classroom, while linking with C2005;  
Understand and apply experiential learning, facilitation and group work skills as applicable to the Life Orientation curriculum;  
Use creative, innovative and contextually relevant activities and a range of media to encourage active participatory learning;  
Develop and initiate appropriate learning programmes and learning |
activities, while applying initiative in sourcing resources to establish Life Orientation as a new learning area; Understand the psychosocial needs of SP and FET learners; Have a conceptual understanding of core life skills and develop their own life skills competencies; Encourage learners to use acquired life skills to achieve and extend personal potential to respond effectively to challenges; Use assessment methods conducive to Life Orientation learning; Promote constitutional principles, environmental health and social justice, inclusivity, human rights and democracy.

Pre-requisite modules
Bachelor’s degree with Psychology as a major

Co-requisite modules
Education Practice 401
Education Theory 401
Education Theory 411
Education Theory 421
Language Communication
Second subject didactics method 401

Prohibited module Combination
A.Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor: 63</td>
<td>Lectures p.w. 3</td>
</tr>
<tr>
<td>Assignments &amp; tasks: 32</td>
<td>Practicals p.w. 0</td>
</tr>
<tr>
<td>Practicals: Teaching practice 125</td>
<td>Tutorials p.w. 0</td>
</tr>
<tr>
<td>Tests &amp; examinations: 5</td>
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</tr>
<tr>
<td>Selfstudy 25</td>
<td></td>
</tr>
<tr>
<td>Total Learning Time 250</td>
<td></td>
</tr>
</tbody>
</table>

Methods of Student Assessment
Test /Assignments/Tasks 60%
Examination 40%

Home Department
Faculty of Education

Module Topic
Method of Mathematics

Alpha-numeric code
MTH416

Credit Value
25

Duration
Year-long

Proposed semester/term
First semester and 4th term

Programmes in which the module will be offered
Postgraduate Certificate in Education

Level
6

Main Outcomes
At the end of this module students will be able to:
Reflect on their learning of the module
Understand and use mathematical technologies in teaching and learning mathematics
How each of these frameworks of thinking understands subject content of important sections of the FET mathematics curriculum.
Understand DOE policies and how these impact on mathematics teaching and learning.
Demonstrate practical competency in lesson design and implementation
Demonstrate an understanding of the integration of learning outcomes in mathematics teaching
Demonstrate an understanding of assessment as it relates to the mathematics curriculum.

Main Content
Examples of mathematics content from the 4 learning outcomes of the NCS and how these are taught
Use of the TI-92 in mathematics learning
Norms and standards for educators w.r.t. mathematics teaching
Design of lesson plans and microteaching with special focus on integrating outcomes

Pre-requisites
Appropriate Bachelor’s degree

Co-requisites
Education Practice 401
<table>
<thead>
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<tr>
<td>Two language communication modules</td>
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**Prohibited Combinations**  None

**Breakdown of Learning Time**

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<tr>
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<tr>
<td>Total Learning Time</td>
<td>250</td>
</tr>
</tbody>
</table>

**Methods of Student Assessment**

- Reflections (10%)
- Written assignments (50%)
- Written examination (40%)

**Home Department**  Faculty of Education

**Module Topic**  Method of Accounting/Method of Business Studies/ Method of Economics

**Generic Module Name**  MTH408/MTH401/MTH403

**Alpha-numeric Code**

**Credit Value**  25 credits per module

**Duration**  Three terms

**Proposed semester/term**  First, second and fourth terms

**Programmes in which the module will be offered**  Postgraduate Certificate in Education

**Level**  6

**Main Outcomes**

After completing the modules, students will be able to:
- Analyse and critique the NCS principles underpinning the NCS of Accounting/Business Studies/Economics at FET level.
- Know the NCS of Accounting/Business Studies/Economics at FET level;
- Develop a conceptual understanding of definitions, values and human rights issues
- Interpret, develop and design learning materials within the context of transformation in the curriculum and the education system;
- Develop and enhance the learners’ skills in the recording of business transactions;
- Employ innovative teaching and learning methodology in order to develop an interdisciplinary approach towards Accounting/ Business Studies/ Economics Education;
- Interpret financial information to assess past business performance and to plan and control future performance through budgets and other control mechanisms;
- Develop assessment strategies;
- Develop a reflective practice towards teaching and learning by engaging in activities that will broaden and deepen students’ insight and understanding into the field of Accounting, Business Economics and Economics Education;
- Set achievable goals in meeting the challenge of improving the quality and the nature of teaching in Accounting, Business Studies and Economics Education;
- Play a leading role in the development and empowerment of learners and communities in understanding issues in Accounting/Business Studies/Economics education, which affect their lives.
- Write a research report based on a case study of the teaching and learning of Accounting/Business Studies/Economics at Grade 10 level.
Demonstrate, from a professional development, applied competence through:
Foundational, practical and reflexive competence,

Main Content

Underlying principles of the NCS
NCS for Accounting/Business Studies/Economics as policy document
Assessment policies and practices in the Grades, 7, 8 and 9 classroom
Development of lesson plans
Critique and engagement with the different roles and competences of the educator
Resource exploration, utilisation and application
Analysis and evaluation of Accounting/Business Studies/Economics textbooks at FET level
Teaching and learning developments in the Accounting/Business Studies/Economics classroom
Assessment policy and practice in the SA EMS Classroom
Action research into Accounting/Business Studies/Economics education at FET level

Pre-requisite modules
Accounting/Management/Economics at second year level

Co-requisite modules
Education Practice 401
Education Theory 402
Education Theory 411
Education Theory 421
Language Communication
Second subject method

Prohibited module Combination
None

A. Breakdown of Learning Time

| Contact with lecturer / tutor: | 63 | Lectures p.w. | 2 |
| Assignments & tasks:          | 32 | Practical p.w. | 1 |
| Practicals:                   | 125 | Tutorials p.w. |
| Tests & examinations:         | 10 |
| Selfstudy                     | 20 |
| Total Learning Time           | 250 |

B. Time-table Requirement per week

Methods of Student Assessment
Students are assessed through continuous evaluation and by means of a three hour written examination in November (35%). Continuous evaluation takes place by means of regular case studies, tasks, assignments, materials development, and presentations to class, collaborative assignments, journal writing, portfolios as well as classroom/centre of learning observation (65%).

Home Department
Educational Psychology

Module Topic
Psychology of Teaching and Learning

Generic Module Name
Education Theory

Module Topic
Psychology of Teaching and Learning

Alpha-numeric Code
HDE413

Credit Value
15

Duration
Term

Proposed semester/term
Term 1

Programmes in which the module will be offered
PGCE

Level
6

Main Outcomes
At the end of this module students should be able to:
Understand what it is that enhances the teaching and learning process;
Know about how people learn, why they are able to learn, what learning
is and when it happens;
Understand the role played by peers, teachers, parents and others in the teaching and learning process;
Apply the theories of Piaget, Vygotsky and Feuerstein to classroom practice
Understand the importance of a healthy environment for quality teaching and learning to take place;
Identify the physical, social and instructional aspects of a classroom;
Understand the factors impacting on discipline in the classroom;
Implement strategies for managing classrooms
Reconceptualise specialised education
Understand and identify barriers to learning and development
Understand the nature and role of support services
Develop strategies and approaches to teaching learners with diverse needs in the classroom

<table>
<thead>
<tr>
<th>Main Content</th>
<th>Holistic development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors influencing the teaching and learning process</td>
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</tr>
<tr>
<td>Self-concept and self-esteem</td>
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<tr>
<td>The interaction between learning and development</td>
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<tr>
<td>Piaget, Vygotsky and Feuerstein</td>
<td></td>
</tr>
<tr>
<td>Implication for classroom practice</td>
<td></td>
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<tr>
<td>Healthy classrooms in healthy schools</td>
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</tr>
<tr>
<td>Developing all aspects of the classroom</td>
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<tr>
<td>Defining discipline</td>
<td></td>
</tr>
<tr>
<td>Understanding the underlying factors impacting on discipline</td>
<td></td>
</tr>
<tr>
<td>Strategies for developing discipline in the self and in the classroom</td>
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</tr>
<tr>
<td>Constructing supportive teaching and learning environments</td>
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<tr>
<td>Inclusive education and specialised education</td>
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<td>Intrinsic and extrinsic barriers</td>
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<tr>
<td>Support services in the South African context</td>
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<tr>
<td>Identifying and addressing barriers to learning and development in the classroom</td>
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Pre-requisite modules | None
Co-requisite modules | None
Prohibited module Combination | None

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<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
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<td>Examination:</td>
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<table>
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<tr>
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<th>Education</th>
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<tr>
<td>Module Topic</td>
<td>Authority, Democracy and Disciplinary Identities</td>
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<td>Authority, Democracy and Disciplinary Identities</td>
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<td>Term</td>
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<td>PGCE</td>
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<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Main Outcomes</td>
<td>The main outcomes of this module are to Equip learners with a theoretical understanding of what constitutes</td>
</tr>
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</table>
professionalism and discipline in schools.
Enable learners to use the theoretical framework developed during the
module in the contexts of their own teaching
Assist learners to analyze how notions of professionalism, identity and
discipline are constructed within educational settings.
To equip learners with strategies to deal with interpersonal dynamics in
the schools in which they are situated.

Main Content
This module focuses centrally on the notions of Authority, Democracy
and Disciplinary Identities.
It explores the issues by using philosophical contributions about the
notions of authority, the differences between authority and
authoritarianism and conceptions of discipline.
It also covers sociological understandings of discipline in terms of order
in the school and classroom, socialization into disciplines and formation
of teacher and student identities.
Issues related to learners’ rights and responsibilities are also covered.

Pre-requisite modules
None

Co-requisite modules
None

Prohibited module Combination
None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>Contact with lecturer / tutor:</th>
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<tr>
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<td>3</td>
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<tr>
<td>76</td>
<td>Self-study</td>
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</table>

Total Learning Time 150

Continuous Forms of Assessment
Tests, assignments, projects, tasks: 50%
Examination: 50%

Home Department
Education

Module Topic
Learner Achievement levels, Teachers’ Performativity and Globalisation

Generic Module Name
Education Theory

Module Topic
Learner Achievement levels, Teachers’ Performativity and Globalisation

Alpha-numeric Code
HDE415

Credit Value
15

Duration
Term

Proposed semester/term
Second semester, Term 4

Programmes in which the module will be offered
PGCE

Level
6

Main Outcomes
At the end of this module learners will be able to demonstrate:
An understanding of the developments and challenges facing education
in South Africa within the 21st century and in the context of
globalization and a global political economy.
The use of the theoretical tools and concepts developed during the
module
An understanding of the ways in which their own subject specializations
are implicated in educational developments of the 21st century.
What is at stake regarding learner achievement levels in their areas of
subject specialization and what the implications are for their own
teaching

Main Content
This module uses an interdisciplinary perspective to critically look at
the challenges facing education in South Africa in the 21st century. It
includes coverage of:
Curriculum reforms enacted in South Africa in its post-apartheid formation
The increasing focus on learner achievement levels, demands made on teachers in relation to teachers’ work, professionalism and accountability. The 2014 Action Plan and Towards the Realization of Schooling 2025, which have recently been the points of major emphasis by the South African Department of Basic Education. The climate, culture and context, as well as the impact of globalization and the global political economy on education.

Ways of understanding the curriculum and an introduction to sociology of knowledge

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
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<tr>
<td>Prohibited module Combination</td>
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<table>
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<tr>
<th>A. Breakdown of Learning Time</th>
<th>Hours</th>
<th>B. Time-table Requirement per week</th>
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<td>Tutorials p.w.</td>
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<td>Tests &amp; examinations:</td>
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<tr>
<td>Self-study</td>
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<td></td>
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<tr>
<td>Total Learning Time</td>
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Continuous Forms of Assessment
Tests, assignments, projects, tasks: 50%
Examination: 50%

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Faculty of Education</th>
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<tbody>
<tr>
<td>Module Topic</td>
<td>African Language Communication</td>
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<td>Programmes in which the module will be offered</td>
<td>Postgraduate Certificate in Education</td>
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<tr>
<td>Level</td>
<td>6</td>
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</table>

Main Outcomes
At the end of this module students should be able to:
- Show basic understanding of the morphological, lexical and syntactic structure of isiXhosa
- Have basic communication skills in isiXhosa within the classroom context
- Listen and respond appropriately to different forms of isiXhosa in different classroom situations
- Demonstrate basic reading skills in isiXhosa as well as familiarity with interactive theory
- Apply this knowledge to teaching reading skills across the curriculum
- Create and write elementary texts in isiXhosa
- Have sufficient knowledge to use isiXhosa to facilitate and intervene in different teaching and learning situations

Main Content
The course content aims at developing the following language skills:
- listening, speaking, reading and writing. This module also aims at strengthening the ability to use isiXhosa appropriately in academic and educational contexts to promote reasoning and critical thinking skills.

The following broad areas will be covered:
- Language for mediation and intervention across the curriculum
- Language structure
- Listening and speaking skills (e.g. interactive dialogues, debates, presentations, etc.)
- Reading: Using functional discourse, exposure to different reading techniques
- Writing: Summarizing, drafting, editing, reporting, etc.
- Functional discourse
Pre-requisites | Appropriate Bachelor’s degree
---|---
Co-requisites | Education Practice 401  
Education Theory 402  
Education Theory 411  
Education Theory 421  
Two subject methods  
One other language communication module

Prohibited Combinations | None
Breakdown of Learning Time | Hours

**Contact with lecturer / tutor:** 36  
**Assignments & tasks:** 10  
**Tests & examinations:** 4

Total Learning Time | 50

Methods of Student Assessment | Oral Presentations  
Assignments  
Reports  
Continuous Assessment

---

Home Department | Fakulteit Opvoedkunde
Module Topic | Afrikaans Kommunikasie
Alpha-numeric code | HDE431
Credit Value | 5
Duration | Een semester
Proposed semester/term | Eerste semester
Programmes in which the module will be offered | Postgraduate Certificate in Education

Level | 6

Main Outcomes | Aan die einde van hierdie module moet die studente in staat wees om:  
’n basiese begrip te toon van die morfologiese, leksiese en sintaksiese struktuur van Afrikaans  
om basiese kommunikasiiese vaardighede in Afrikaans te hê  
te luister en toepaslik te reageer in die verskillende vorme van Afrikaans  
in verskillende klasikamersituasies  
basiiese leesvaardighede in Afrikaans te demonstreer sowell as bekend te wees met interaktiewe teorie  
die kennis toe te pas om leesvaardighede regoor die kurrikulum te onderlig  
elementêre tekste te skop in Afrikaans  
voldoende kennis te hê om Afrikaans te fasiliteer en in te gryp in verskillende leer en onderrig situasies.

Main Content | Die INHOUD het ten doel om die volgende vaardighede te ontwikkels:  
PRAAT, LUISTER, LEES en SKRYF. Hierdie module het ook ten doel om die vermoë om Afrikaans toepaslik te gebruik in akademiese en en opvoedkundige te versterk  
taal vir interventies en ondersteuning  
Taalstruktur  
Luister-en praatvaardighede, bv. interaktiewe dialoog, mondelinge voorleggings, ens.  
Leesvaardighede: gebruik van funksionele diskoers, blootstelling aan verskillende leestegnieke  
Skryfvaardighede: Bv. opsommings, redigering, drafting, verslaggewing, ens.  
Funksionele gesprekvoering

Pre-requisites | Toepaslike Baccalaureus graad
Co-requisites | Education Practice 401  
Education Theory 402  
Education Theory 411  
Education Theory 421
Two subject methods
Een ander taal kommunikasie module

<table>
<thead>
<tr>
<th>Prohibited Combinations</th>
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<tbody>
<tr>
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<td>Hours</td>
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<tr>
<td>Contact with lecturer / tutor:</td>
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<tr>
<td>Assignments &amp; tasks:</td>
<td>10</td>
</tr>
<tr>
<td>Tests &amp; examinations:</td>
<td>4</td>
</tr>
<tr>
<td>Total Learning Time</td>
<td>50</td>
</tr>
<tr>
<td>Methods of Student Assessment</td>
<td>Take 60%</td>
</tr>
<tr>
<td></td>
<td>Klasvoorleggings 40%</td>
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<td>Module Topic</td>
<td>ENGLISH COMMUNICATION</td>
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<td>ENGLISH COMMUNICATION 432</td>
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<td>HDE432</td>
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<td>Duration</td>
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<td>Proposed semester/term</td>
<td>First Semester</td>
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<td>Programmes in which the module will be offered</td>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
</tbody>
</table>

Main Outcomes
At the end of this module students should be able to:
Demonstrate familiarity with interactive reading theory;
Apply this knowledge to teaching reading skills across the curriculum;
Understand and create clear, persuasive written and oral arguments and presentations, using MS Excel and PowerPoint
Identify and evaluate assumptions and values, and locate fallacies in reasoning.

Main Content
This module seeks to strengthen your ability to use English appropriately in academic and educational contexts. This ability will be developed through a discourse-based approach to language teaching which draws attention to how the resources of the language combine to realise meaning in academic and educational contexts. At the same time, you will strengthen your reasoning and critical thinking skills.
Sample tasks
*Listening and speaking skills*: taking notes, making clear coherent presentations
*Reading skills*: skimming, scanning, prediction, using discourse and language clues to track the development of an argument and identify/evaluate the authors position.
*Writing skills*: Summarising, drawing up outlines, drafting, editing
*Text types*: narrative, exposition/argument, report, explanation, procedure.
*Computer skills*
Able to lay out presentations on MS Word
Able to create simple graphs on MS Excel
Understanding and making tables and graphs
Read information accurately from basic tables and graphs
Able to tell if a graph shows information accurately
Create accurate, effective bar or pie charts

Pre-requisites
Appropriate Bachelor’s degree

Co-requisites
Education Practice 401
Education Theory 402
Education Theory 411
Education Theory 421
Two subject methods
One other language communication module

<table>
<thead>
<tr>
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<td>Practicals:</td>
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</table>
| Methods of Student Assessment | Assignments (60%)  
(1st and 2nd quarter: two assignments = 30%; 4th quarter two assignments 30%);  
Written take home examination (40%) |

**Teaching and Learning Resources Development**

Students from different Method classes will come together to explore and develop innovative teaching resources. There will be an emphasis on developing resources for interactive teaching methods. Cross-curricular learning activities will be designed. Where possible, materials will be tested in the school classroom.

**MODULES FROM OTHER FACULTIES**

<table>
<thead>
<tr>
<th>Module description</th>
<th>EED (Refer to the Faculty of Arts Yearbook)</th>
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<tbody>
<tr>
<td>Module description</td>
<td>Numeracy Year One (MAM 110 or MAM 011) and Numeracy Year Two (QSC 101 or MAM 021) (Refer to the Faculty of Science Yearbook)</td>
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<tr>
<td>Module description</td>
<td>Introduction to Business 111 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<tr>
<td>Module description</td>
<td>General Management 121 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Module description</td>
<td>Introduction to South African Economy ECO 112 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Module description</td>
<td>Financial Accounting 111 or Accounting for Management 112 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<tr>
<td>Module description</td>
<td>Financial Accounting 121 or Accounting for Management 123 or Principles of Macro-economics ECO 121 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Financial Accounting 212 or Marketing 231 or Micro-economics ECO 231 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Financial Accounting 213 or Management 201 or Micro-economics ECO 232 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Module description</td>
<td>Management 202 or Labour Economics ECO 233 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Financial Accounting 222 or Management 326 or Development Economics ECO 336 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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<td>Financial Accounting 223 or Management 333 or Macro-economics ECO 332 (Refer to the Faculty of Economic and Management Science Yearbook)</td>
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Module description
Language and Communication 111 & 121 (Refer to the Faculty of Arts Yearbook)

Module description
Functional Grammar (Refer to the Faculty of Arts Yearbook)

Module description
Literacy Studies (Refer to the Faculty of Arts Yearbook)

Module description
Cross-cultural Communication (Refer to the Faculty of Arts Yearbook)

Module description
Research in Language and Communication (Refer to the Faculty of Arts Yearbook)

Module description
Language, Identity and Society (266133) (Refer to the Faculty of Arts Yearbook)

Module description
Mathematics for Teaching 111, 121, 211 and 221 (Refer to the ACE: Mathematics module descriptors in the Faculty of Education Yearbook)

Module description
Mathematics Education A and B (Refer to the Faculty of Education BEd (Hons) Student Guide)

Module description
Life Sciences 141 and 142 (Refer to the Faculty of Science Yearbook)

Module description
Physics 116 and 126 (Refer to the Faculty of Science Yearbook)

Module description
Chemistry 114 (Refer to the Faculty of Science Yearbook)

Module description
Science for Teaching 1 and 2 (Refer to the ACE: Science Education module descriptors in the Faculty of Education Yearbook)

Module description
Science Education A and B (Refer to the Faculty of Education BEd (Hons) Student Guide)

Module description
Humanities 111 and 121 (Refer to the Faculty of Arts Yearbook)

Module description
Environment and Sustainable Studies (Refer to the Faculty of Science Yearbook)

Module description
Geography 111 and 121 (Refer to the Faculty of Arts Yearbook)

ADVANCE DIPLOMA FOR EDUCATORS FOR ADULTS

<table>
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<th>Faculty</th>
<th>Education</th>
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<td>CACE</td>
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<tr>
<td>Module Topic</td>
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</table>
Main Outcomes

At the end of module the student will be able to:

- Explore a broad range of literature that examines adult development and learning processes;
- Critically analyse theories of learning and teaching focusing on adult learning;
- Analyse critically the relationship between adult learning theories, adult education, and approaches to teaching adults.

Main Content

The module provides opportunities to critically analyse debates and scholarly research related to adult learning, teaching and instructional methods. It examines constructivist, cognitive and behavioral theories of learning and knowledge. The module draws on these learning theories to examine pedagogic practices in different sites of learning including social environments, workplaces and the ‘classroom’

Pre-requisite modules

None

Co-requisite modules

None

Prohibited module Combination

None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer/tutor:</th>
<th>Lectures p.w : 1 x 2.5 hours</th>
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<tbody>
<tr>
<td>Assignments &amp; tasks:</td>
<td>Practical’s p.w. 1 x 3 hours per month</td>
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<td>Assessments:</td>
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Method of Student Assessment

Continuous Assessment (Assignments, Projects, Tests)
Final Assessment

Assessment Module type

CFA

Faculty

Education

Home Department

CACE

Module Topic

Social Transformation: Adult Education

Generic Module Name

Social Transformation: Adult Education

Alpha-numeric Code

ADA612

NQF Level

7

NQF Credit Value

30

Duration

Semester

Proposed semester to be offered.

Second Semester

Programmes in which the module will be offered

1

Main Outcomes

At the end of module the student will be able to:

- Examine and analyse theoretical perspectives on the relationship between education and society
- Critically analyse theories of transformation in the context of South Africa
- Critically analyse debates on the contribution of adult education to social transformation.

Main Content

The theoretical point of departure rests on the argument that adult education contributes to social transformation. This module enables students to analyse theoretical perspectives on the relationship between education and society. It focuses on a critical analysis of the relationship between adult education and social transformation. It includes an examination of theories of social transformation in South Africa, such as democratization, as a foundation for students to develop
a critical analysis, for example, of the relationship between adult education and democratization. Adult examples to interrogate the relationship between adult education and social transformation.

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>None</th>
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<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
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</tbody>
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### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer/tutor:</th>
<th>Lectures p.w : 1 x 2.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; tasks:</td>
<td>42</td>
</tr>
<tr>
<td>Assessments:</td>
<td>64</td>
</tr>
<tr>
<td>Self-study</td>
<td>134</td>
</tr>
<tr>
<td>Other: Please specify</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Learning Time:</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

### Method of Student Assessment

- Continuous Assessment (Assignments, Projects, Tests)
- Final Assessment

### Assessment Module type

- CFA

---

**Faculty**

- Education

**Home Department**

- CACE

**Module Topic**

- Skills Development Facilitation: Workplace Learning

**Generic Module Name**

- Skills Development Facilitation: Workplace Learning

**Alpha-numeric Code**

- ADA614

**NQF Level**

- 7

**NQF Credit Value**

- 30

**Duration**

- Semester

**Proposed semester to be offered.**

- Second Semester

**Programmes in which the module will be offered**

- 2

### Main Outcomes

At the end of module the student will be able to:

- Analyse national and international perspectives on skills development.
- Critically analyse major contextual developments which raise the profile of skills development in South Africa
- Explore the conceptualization of skills development as workplace learning
- Analyse a selection of policies/legislation relating to skills development in South Africa
- Analyse the learning frameworks and learning-related elements of skills development

### Main Content

The module introduces students to national and international perspectives on skills development and workplace learning. It examines major contextual developments which have raised the profile of skills development in South Africa. The module explores the conceptualization of skills development as workplace learning through a critical engagement with literature related to workplace frameworks and learning – related elements of skills development such as the National Qualifications Framework, learning outcomes and knowledge.
### Co-requisite modules
None

### Prohibited module Combination
None

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures p.w.</td>
<td>1 x 2.5 hours</td>
</tr>
<tr>
<td>Practical’s p.w.</td>
<td>1 x 3 hours per month</td>
</tr>
<tr>
<td>Contact with lecturer/tutor:</td>
<td>42</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### Method of Student Assessment
Continuous Assessment (Assignments, Projects, Tests)  
Final Assessment

### Assessment Module type
CFA

---

**Faculty**
Education

**Home Department**
CACE

**Module Topic**
Adult Basic Education and Training

**Generic Module Name**
Adult Basic Education and Training

**Alpha-numeric Code**
ADA615

**NQF Level**
7

**NQF Credit Value**
30

**Duration**
Semester

**Proposed semester to be offered.**
Second Semester

**Programmes in which the module will be offered**
2

### Main Outcomes
At the end of module the student will be able to:

- Engage critically with the historical and current policies, and debates about adult education in South Africa
- Critique selected conceptions of literacy and evaluate the relevance and appropriateness of these conceptions for the South Africa context;
- Recognise that social context result in the need for different literacy practices;
- Analyse critically pedagogical, political and cultural arguments for teaching and learning literacy in mother tongue and/or a foreign language.

### Main Content
This module provides an overview of historical and contemporary developments within South Africa adult education and training. It introduces students to the theoretical debates and trends in literacy learning and teaching. It examines traditional conceptual conceptions and contemporary interpretations of literacy. It examines and locates the debate about the role of mother tongue and foreign language teaching; examines theories of reading and its relationship literacy; and critically engages with Freirean philosophies and approaches to literacy and adult education.

**Pre-requisite modules**
None

**Co-requisite modules**
None

**Prohibited module Combination**
None

### A. Breakdown of Learning Time

<table>
<thead>
<tr>
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<th>Hours per week</th>
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<tr>
<td><strong>Method of Student Assessment</strong></td>
<td>Continuous Assessment (Assignments, Projects, Tests)</td>
</tr>
<tr>
<td></td>
<td>Final Assessment</td>
</tr>
</tbody>
</table>

| **Assessment Module type** | CFA |

**HIGHER CERTIFICATE IN EDUCATION, TRAINING AND DEVELOPMENT (ADULT LEARNING)**

**Module Name:** Course Design and Facilitation A  
**Home Department:** Centre for Adult and Continuing Education, Faculty of Education  
**Module Code:** 401111  
**Credit Value:** 12  
**Duration:** 1 Term  
**Module Type:** Programme  
**Level:** 5  
**Main Outcomes:**  
- Select and implement appropriate principles of adult learning  
- Understand adult learning- some theories  
- Understand and apply the principles of popular education  
**Main Content:**  
- Adults as Learners  
- Understanding a selection of Adult Learning Theories  
- Education for social change  
**Pre-requisites:** Matric, grade 12, NQF level 4, equivalent, or through RPL process  
**Co-requisites:** Adult Education, Training and Development Experience  
**Prohibited Combinations:** None  
**Breakdown of Learning Time:**  
- Contact time: 15 hours  
- Assignments & Tasks: 30 hrs  
- Examination and test: 3hrs  
- Self-study: 60 hrs  
- Practicals: 12  
- Total learning time: 120  
**Methods of Student Assessment:** Continuous evaluation through assignments and final Examination

**Module Name:** Course Design and Facilitation B  
**Home Department:** Centre for Adult and Continuing Education, Faculty of Education  
**Module Code:** 401112  
**Credit Value:** 12 + 12  
**Duration:** 1 Term  
**Module Type:** Programme  
**Level:** 5  
**Main Outcomes:**  
- Design, plan and facilitate a learning event on the topic of your choice  
- Organize and plan a workshop  
- Show the qualities of a reflective practitioner  
**Main Content:**  
- The Popular Education Approach  
- Facilitation Methods  
- Workshop Planning and Designing  
- Learning Evaluation  
**Pre-requisites:** Matric, grade 12, NQF Level 4, or equivalent, or through RPL process  
**Co-requisites:** Adult Education, Training and Development Experience  
**Prohibited Combinations:** None  
**Breakdown of Learning Time:**  
- Contact time with lecturer: 20 hrs  
- Assignments & Tasks: 37hrs
Module Name: **The Context of Adult Learners A**

Home Department: Centre for Adult and Continuing Education, Faculty of Education

Module Code: 401113

Credit Value: 12

Duration: 1 Term

Module Type: Programme

Level: 5

Main Outcomes:
- Reflect critically on own experiences in five different contexts-social, political, historical, environmental and developmental
- Analyse sources of information for reliability using critical reading and thinking skills acquired
- Recognize that AETDP’s viewpoints affect how they approach communities
- Show critical thinking, argument and problem-solving skills
- Use a range of research study and communication strategies

Main Content:
- Understanding course aims and study skills
- Looking at context: what makes one’s context, different ways of seeing, using different perspectives
- Evaluating sources of information
- Socialisation: informal, non-formal and formal

Pre-requisites: Matric grade 12, NQF level 4, or equivalent, or through RPL process

Co-requisites: Adult Education, Training and Development Experience

Prohibited Combinations: None

Breakdown of Learning Time:
- Contact time with lecturer: 15 hrs
- Assignments & Tasks: 30 hrs
- Tests and Examination: 3 hours
- Self-study: 60 hrs
- Practicals: 12 hrs

Total Learning time: 120 hours

Methods of Student Assessment: Continuous evaluation through assignments and final examination

---

Module Name: **The Context of Adult Learners B**

Home Department: Centre for Adult and Continuing Education, Faculty of Education

Module Code: 401114

Credit Value: 12

Duration: 1 Term

Module Type: Programme

Level: 5

Main Outcomes:
- Show an understanding of dealing with race, class, gender and cultural discrimination
- Show critical understanding of selections in history
- Show how history affects adult participation in economic growth
- Show an understanding of South African political and economic systems

Main Content:
- Uncovering South African History, a selection of history texts
- Reconciliation and Reconstruction
- South African Economic Development Strategies: -Theories and Lessons from other countries
- The present, the future and AETDPs Roles

Pre-requisites: Matric or NQF Level 12 equivalent, or through RPL process
Module Name: Organising Skills and Democracy A
Home Department: Centre for Adult and Continuing Education, Faculty of Education
Module Code: 401121
Credit Value: 12
Duration: 1 Term
Module Type: Programme
Level: 5
Main Outcomes:
- To critically reflect on your own performances and your organization for democratic practices
- Identify and apply democratic practices to address the needs of communities
- Describe and apply democratic organizing skills
- Compare community and organization needs
  Demonstrate an understanding of the history of democracy in South Africa
Main Content:
- Principles of democracy
- The history of democracy in South Africa
- Organisation Principles
Pre-requisites: Matric or equivalent of NQF level 12, or through RPL process
Co-requisites: Adult Education, Training and Development Experience
Prohibited Combinations: None
Breakdown of Learning Time: Contact time with lecturer: 15 hrs
Assignments & Tasks: 30 hrs
Tests and Examination: 3 hours
Self-study: 60 hrs
Practicals: 12 hrs
Total Learning time: 120 hours
Methods of Student Assessment: Continuous evaluation through assignments, presentation and final examination

Module Name: Organising Skills and Democracy B
Home Department: Centre for Adult and Continuing Education, Faculty of Education
Module Code: 401122
Credit Value: 12
Duration: 1 Term
Module Type: Programme
Level: 5
Main Outcomes:
- Conduct an evaluation of an organization based on the principles of the democracy and organizing principles
- Demonstrate basic understanding of administrative skills required to organize projects and community programmes
- Demonstrate basic knowledge of project management
- Project proposal writing skills
Main Content:
- Organising in the community
- Administrative skills
- Project proposal
- Project management
Pre-requisites: Matric, grade 4, NQF Level 4 or equivalent, or through RPL process
Co-requisites: Adult Education, Training and Development Experience

Co-requisites: Adult Education, Training and Development Experience
Prohibited Combinations: None
Breakdown of Learning Time: Contact time with lecturer: 15 hrs
Assignments & Tasks: 30 hrs
Tests and Examination: 3 hours
Self-study: 60 hrs
Practicals: 12 hrs
Total Learning time: 120 hours
Methods of Student Assessment: Continuous evaluation through assignments, presentation and final examination
Module Name: **Teaching Literacy A**
Home Department: Centre for Adult and Continuing Education: Faculty of Education
Module Code: 401135
Credit Value: 12
Duration: 1 Term
Module Type: Programme
Level: 5
Main Outcomes:
- Understand and explain the concepts Literacy, ABET, Recognition of Prior Learning, the National Qualifications Framework and Unit Standards
- Demonstrate an understanding of the relationship between ABET and Development and how ABET fits into the NQF
- Link the choice of literacy methodologies to development.
Main Content:
- The relationship between ABET and development
- What is ABET and why we focus on it?
- The inheritance of Apartheid
- An ABET Case Study
- How can ABET contribute to development
- Does all Basic Adult Education bring about Development?
- Outcomes of Unit 1
- NLC indicators of development
Pre-requisites: Matric plus one year or equivalent (could be determined through RPL)
Co-requisites: Adult Education, Training and Development experience
Prohibited Combinations: None
Breakdown of Learning Time: Contact time with lecturer: 15 hrs
Assignments & Tasks: 30 hrs
Tests and Examination: 3 hours
Self-study: 60 hrs
Practicals: 12 hrs
Total Learning time: 120 hours
Methods of Student Assessment: Continuous evaluation through assignments, presentation and final examination

Module Name: **Teaching Literacy B**
Home Department: Centre for Adult and Continuing Education: Faculty of Education
Module Code: 401136
Credit Value: 12 + 12
Duration: 1 Term
Module Type: Programme
Level: 5
Main Outcomes:
- Argue selected issues related to literacy, including why a learner should start literacy learning in their most familiar language;
- Perform needs analysis for an individual and a group of learners using participatory methods;
- Apply placement strategies for a learner and explain an appropriate learning path;
- Demonstrate strategies for teaching adults to read and write and to develop these abilities;
- Plan a learning programme for a beginner literacy learner and actively implement it;
- Explain the value of certain literacy methodologies, like the Whole Language Approach, but show awareness that there are others;
- Interpret the Unit Standards for *Literacy, Language and Communications* for Level 1 & 2;
- Develop assessment tasks and assess learners according to assessment criteria.

**Main Content:**
- Literacy and language issues
- Addressing the needs of adult learners
- Principles and strategies for developing reading and writing skills

Assessing learners language and communications skills at ABET Level 1

**Pre-requisites:** Matric or equivalent or through RPL

**Co-requisites:** Adult Education, Training and Development experience

**Prohibited Combinations:** None

**Breakdown of Learning Time:**
- Contact time with lecturer: 20 hrs
- Assignments & Tasks: 37 hrs
- Tests and Examination: 3 hours
- Self-study: 60 hrs
- Practicals: 120 hrs
- Total Learning time: 240 hours

**Methods of Student Assessment:** Continuous evaluation through assignments, presentation and final examination

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**Module Name:** Training Small Business Developers A
**Home Department:** Centre for Adult and Continuing Education: Faculty of Education
**Module Code:** 401133
**Credit Value:** 12
**Duration:** 1 Term
**Module Type:** Programme
**Level:** 5

**Main Outcomes:**
- Understand economy and entrepreneurship terminology
- Understanding how small, medium and micro enterprises start
- Build a training portfolio and business diary Organize a group of community people interested in SMME as business trainees or learners

**Main Content:**
- To know and understand what economy is, how it works.
- Basic understanding of skills, values, attitudes and beliefs required to successful business
- Business Planning: the kind of business, venue, equipment
- Marketing Plan: describes customers, competitors and business promotion

**Pre-requisites:** Matric, NQF level 4, or equivalent or through RPL
**Co-requisites:** Adult Education, Training and Development experience
**Prohibited Combinations:** None

**Breakdown of Learning Time:**
- Contact time with lecturer: 15 hrs
- Assignments & Tasks: 30 hrs
- Tests and Examination: 3 hours
- Self-study: 60 hrs
- Practicals: 12 hrs
- Total Learning time: 120 hours

**Methods of Student Assessment:** Continuous evaluation through assignments, presentation and final examination

---

**Module Name:** Training Small Business Developers B
**Home Department:** Centre for Adult and Continuing Education: Faculty of Education
**Module Code:** 401134
**Credit Value:** 12 + 12
**Duration:** 1 Term
**Module Type:** Programme
**Level:** 5
Main Outcomes: - Train business trainees to identify their business ideas; on the SWOT in business or selling and market research
- Train trainees to build learning portfolio and business diaries
- Train trainees to develop and write a Business Plan
- Equip trainees on how and where to get loans

Main Content: - Financial Plan: monthly budget, costing, pricing, three months and six months Cash Flow Plan Management Plan: GANTT chart, stock, money, records, space and staff.
- Business Plan writing
- Legal matters: business registration, audit
- Growing the business: dealing and managing changing situations, improvements

Pre-requisites Matric, NQF level 4, grade 12, or equivalent or through RPL:
Co-requisites: Adult Education, Training and Development experience
Prohibited Combinations: None

Breakdown of Learning Time: Contact time with lecturer: 20 hrs
Assignments & Tasks: 37hrs
Tests and Examination: 3 hours
Self-study: 60 hrs
Practicals: 120 hrs
Total Learning time: 240 hours

Methods of Student Assessment: Continuous evaluation through assignments, presentation and final examination

EDUCATION DEVELOPMENT PROGRAMMES (EDP)

Students may register for an Education Development Programme by registering for one or more modules offered on any one of the Advanced Certificates in Education, the BEd (Hons) or Masters' degrees. Students who are therefore unable to enrol for a full programme will be able to enrol for one module, or even a combination of modules. The entrance qualifications are as indicated by each qualification. This programme will enable students to register for any of the above qualifications for non-diploma purposes as well as to accumulate modules over a number of years toward an ACE, or the BEd (Hons) or Masters' degrees.

BACHELOR OF EDUCATION HONOURS

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Language Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Adolescent literature in the reading curriculum</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Adolescent literature</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>BED752</td>
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<td>Credit Value</td>
<td>15</td>
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<td>Duration</td>
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<td>Proposed semester/term</td>
<td>S1</td>
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<tr>
<td>Programmes in which the module will be offered</td>
<td>B Ed Hons</td>
</tr>
<tr>
<td>Level</td>
<td>8</td>
</tr>
</tbody>
</table>

Main Outcomes

1. Articulate a definition of adolescent or young adult literature
3. Summarise elements of (and reading materials representing) pop culture and how those elements affect teen reading interests.
4. Evaluate books in various genres and areas of interest.
5. Survey books used in the classroom and library and assess goals for creating a climate of understanding and appreciation for diverse
cultures and heritages.

6. Develop activities for motivating young adults to read and discuss books critically, for example: book clubs, literary circles.

7. Analyse literary elements -- for example: content, plot, characterization, dialogue, and point of view in story and apply critical judgments to selected literature.

8. Create a literature unit demonstrating an understanding of the body of contemporary young adult literature and best practices for using literature with teenage readers.

Main Content

| Students will read, analyse and critically evaluate fiction and informational books in various genres. Participants will discuss and share readings online with other students and lecturers. |

Pre-requisite modules
None

Co-requisite modules
None

Prohibited module Combination

<table>
<thead>
<tr>
<th>A. Breakdown of Learning Time</th>
<th>B. Time-table Requirement per week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact with lecturer / tutor:</strong></td>
<td>24 Lectures p.w. 3</td>
</tr>
<tr>
<td><strong>Assignments &amp; tasks:</strong></td>
<td>26 Practicals p.w.</td>
</tr>
<tr>
<td><strong>Practicals:</strong></td>
<td>Tutorials p.w.</td>
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<tr>
<td><strong>Tests &amp; examinations:</strong></td>
<td>20</td>
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<td><strong>Total Learning Time</strong></td>
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<tr>
<td><strong>Methods of Student Assessment</strong></td>
<td>CA 60%. FA 40%</td>
</tr>
</tbody>
</table>

Home Department | Language Education
Module Topic | ICTs in Language Education
Generic Module Name | ICTs in Language Education
Alpha-numeric Code | BED753
Credit Value | 15
Duration | S
Proposed semester/term | S2
Programmes in which the module will be offered | B Ed Hons
Level | 8

Main Outcomes

By the end of this module, students will be able to:
- Have a basic understanding of new technologies and how they can contribute to language learning and teaching
- Understand and communicate relevant jargon and concepts in order to communicate more effectively with learners, colleagues, ICT managers and technicians in educational institutions and with software suppliers.
- Be familiar with the basics of computer assisted language learning (CALL), and different approaches to using CALL software in the languages classroom
- Articulate and demonstrate the possibilities and constraints of multimedia in language teaching
- Understand some of the implications of new media and technologies for developing multimodal, mobile and digital literacies
- Critically evaluate multimedia as tools for teaching and learning languages and literacies
- Develop a language learning unit using ICTs
Main Content

The approach will be pedagogy-driven with an emphasis on language teaching methodologies that can be implemented successfully with the aid of new technologies.

1. Introduction to new technologies
2. Introduction to computer hardware and software: what the language teacher needs to know
3. Using word-processing and presentation software in the Languages classroom
4. Introduction to Computer Assisted Language Learning (CALL) Be familiar with the basics of computer assisted language learning (CALL), beginning with a definition of CALL, its historical development and an overview of different types of programs. Different approaches to using CALL software in the languages classroom are explored, from whole-class teaching to distance learning.
5. Introduction to multimedia CALL
6. General characteristics of digital media
7. Exploiting World Wide Web resources online and offline
8. Integrating and critically evaluating ICTs in language teaching

Pre-requisite modules
Formal Language Study (BED751)

Co-requisite modules
None

Prohibited module Combination
None

A. Breakdown of Learning Time

| Contact with lecturer / tutor: | 24 | Lectures p.w. | 3 |
| Assignments & tasks: | 26 | Practicals p.w. | 2 |
| Practicals: | 50 | Tutorials p.w. | |
| Tests & examinations: | 15 | | |
| Selfstudy | 35 | | |
| Total Learning Time | 150 | | |

B. Time-table Requirement per week

| Contact with lecturer / tutor: | Lectures p.w. | 3 |
| Assignments & tasks: | Practicals p.w. | 2 |
| Practicals: | Tutorials p.w. | |
| Tests & examinations: | | |
| Selfstudy | | |
| Total Learning Time | 150 | |

Methods of Student Assessment

CFA CA 60%
FA 40%

Home Department
Faculty of Education

Module Topic
Introduction to Educational Research

Generic Module Name
Introduction to Educational Research

Alpha-numeric Code
BED747

Credit Value
15

Duration
1 Semester

Proposed semester/term
Semester One

Programmes in which the module will be offered
BEd (Honours)

Level
8

At the end of this module students should be able to in an introductory way:
- Identify four components of the research cycle.
- Develop one research focus area.
- Narrow down the topics to a research question and sub-questions
- Conduct a simple computer literature search in the area of focus.

Main Outcomes

At the end of this module students should be able to in an introductory way:
- Identify four components of the research cycle.
- Develop one research focus area.
- Narrow down the topics to a research question and sub-questions
- Conduct a simple computer literature search in the area of focus.
- Write up a summary of two journal articles related to the topic.
- Design and pilot 1 research instrument.
- Design a brief research proposal.
- Demonstrate a general understanding of how research can enhance teaching practices.

**Main Content**

- Introduction to Research as a systematic form of inquiry.
- Identification of a research focus area and topic, narrowing this down to a general research question.
- Introduction to a literature review, using a minimum of two published articles.
- Administration of one research instrument, including the protocols.
- Development of a research plan

| Pre-requisite modules | None |
| Co-requisite modules | None |
| Prohibited module Combination | None |

### A. Breakdown of Learning Time

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<td>Lectures p.w.</td>
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<tr>
<td>Selfstudy</td>
<td>20</td>
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</tbody>
</table>

**Total Learning Time** 150

**Methods of Student Assessment**

- Continuous Assessment = 60%
- Final assessment = 40%

**Home Department**

Faculty of Education

**Module Topic**

Developing AIDS Curricula for Schools

**Generic Module Name**

Developing AIDS Curricula for Schools

**Alpha-numeric Code**

BED746

**Credit Value**

15

**Duration**

One term

**Proposed semester/term**

Third term

**Programmes in which the module will be offered**

BEd( Hons)

**Level**

Honours

**Main Outcomes**

The main objective is to increase the capacity of teacher educators in sub-Saharan Africa to prepare teachers to respond to the challenges of HIV and AIDS in their classrooms: address pandemic-related issues within and outside of their teaching curriculum; critically reflect on and change their own practice; to respond in caring ways to the challenges of the pandemic both personally and professionally.

Participants will:

- Understand the core components of an effective HIV and AIDS curriculum
- Plan an appropriate curriculum
- Understand appropriate learner-centred methods for teaching HIV and AIDS related content
- Understand the concept and core components of life skills education
- Apply new methods and tools to their own teaching practice
- Extend their basic research skills
- Know how to teach in large classes
Demonstrate that they can apply what they learn in the module to reflecting on and regularly changing their own teaching practice

**Main Content**

This is module composed of three separate units:
1. Teaching and the curriculum 1
   a) knowing the subject
   b) knowing the learner
   c) knowing one’s self
2. Teaching and the curriculum 2
   a) evaluating curricula
   b) defining the curriculum
   c) responding to the AIDS pandemic
3. Lifeskills education in the time of AIDS
   a) critical reflections on life skills and life orientation approaches
   b) what lifeskills brings to AIDS education
   c) what AIDS brings to lifeskills education

**Pre-requisite modules**
Introduction to AIDS and Education (term 1) and Schools, Teachers, Teaching and AIDS (term 2)

**Co-requisite modules**
None

**Prohibited module Combination**
None

<table>
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<td>Practicals:</td>
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<td>Tutorials p.w. 0</td>
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<tr>
<td>Tests &amp; examinations:</td>
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</tbody>
</table>

**Total Learning Time** 150

**Methods of Student Assessment**
2 Assignments: 40%
Journal: 20%
Examination: 40%

**Home Department**
Faculty of Education

**Module Topic**
Schools, Teachers, Teaching and AIDS

**Generic Module Name**
Schools, Teachers, Teaching and AIDS

**Alpha-numeric Code**
BED745

**Credit Value**
15

**Duration**
One term

**Proposed semester/term**
Second term

**Programmes in which the module will be offered**
BEd( Hons)

**Level**
Honours

**Main Outcomes**
The main objective is to increase the capacity of future teachers in South Africa to respond to the challenges of HIV and AIDS in their classrooms: address pandemic-related issues within and outside of their teaching curriculum; critically reflect on and change their own practice; to respond in caring ways to the challenges of the pandemic both personally and professionally.

Participants will:
1. Understand the impact of the pandemic on all aspects of the education system
2. Learn to become teacher/researchers
3. Learn to use a case study approach
4. Critically reflect on and develop their own practice based on their findings in their case study school
5. Personally reflect on their own change during the module
6. Share good practices with fellow participants and so build a
Main Content

This module is composed of three separate units:
1. AIDS and education
   a) The impact of AIDS on the education sector
   b) The role of education in overcoming the AIDS pandemic
   c) The potential impact of AIDS in their own workplace
2. Being a good teacher
   a) Understanding the qualities and practices of a good teacher
   b) Critically reflecting on how to ensure that student teachers understand and practice these qualities
   c) Critically reflect on own practice as future teachers
3. Teacher as Researcher and School case study
   a) gain first-hand experience of the impact of AIDS in a school setting
   b) conduct basic case study research
   c) learn the components of action research and teacher ad researcher
   critically reflect on implications of the research for their own practice

Pre-requisite modules
Introduction to AIDS Education (term 1)

Co-requisite modules
None

Prohibited module Combination
None

A. Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Contact with lecturer / tutor:</th>
<th>21</th>
<th>Lectures p.w.</th>
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<tbody>
<tr>
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<td>Total Learning Time</td>
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Methods of Student Assessment
2 Assignments: 40%
Journal: 20%
Examination: 40%

Home Department
Faculty of Education

Module Topic
Introduction to AIDS and Education

Generic Module Name
Introduction to AIDS and Education

Alpha-numeric Code
BED744

Credit Value
15

Duration
One term

Proposed semester/term
First term

Programmes in which the module will be offered
BEd(Hons)

Level
Honours

Main Outcomes
The main objective is to increase the capacity of future South African teachers to critically understand the AIDS pandemic and the challenges HIV and AIDS bring to communities and classrooms; begin to reflect on the role of South African schools and teachers in the AIDS pandemic; and understand the AIDS pandemic within its South African context of multiple threats to wellness and multiple risks in addition to HIV and AIDS that young people navigate – successfully and unsuccessfully – each day. Overall, the module seeks to promote new thinking about the AIDS pandemic, seeing that AIDS is about people as much as it is about a virus, and that the pandemic can be framed as an opportunity for critical engagement of threats – and responses – to wellbeing.

At the end of this module, students will:
1. Consolidate and extend their critical knowledge of the
2. Understand the consequences for themselves, their family, friends, community and society
3. Rethink their own role and agency as teacher educators in the pandemic
4. Be able to apply new approaches to understanding the AIDS pandemic to their thinking about how one engages schools and young people into HIV prevention efforts

Main Content
This module is composed of three separate units:
1: Introduction to the AIDS and Education modules
   a) introduction to e-learning tools and platform
   b) building a community of practice
   c) personalizing the pandemic: telling our own stories
   d) contextualizing the pandemic via on-site visits to schools and orphanages
2. The starting point: AIDS is about people
   a) reframe the pandemic to focus on people and their behaviour
   b) personally reflect on the impact of the pandemic on themselves, their families, institutions and practice
   c) review and learn key facts about the pandemic
   d) learn to use the world wide web as a permanent resource base on HIV and AIDS for their teaching
3. The AIDS pandemic in context: gender, culture and identity
   a) Building a shared understanding of the impact of gender, culture and identity on the pandemic in South Africa and sub-Saharan Africa
   b) Reflecting on methodologies of transformation and change that facilitate shared creation of solutions and responses to challenges like the AIDS pandemic

Pre-requisite modules
Four core B.Ed. Honours modules

Co-requisite modules
None

Prohibited module Combination
None

A. Breakdown of Learning Time

| Contact with lecturer / tutor: | 21 | Lectures p.w. | 2 |
| Assignments & tasks: | 53 | Practicals p.w. | 0 |
| Practicals: | 0 | Tutorials p.w. | 0 |
| Tests & examinations: | 23 |
| Selfstudy | 53 |

Total Learning Time | 150 |

Methods of Student Assessment
2 Assignments: 40%
Journal: 20%
Examination: 40%

Module Name: Curriculum Teaching and Learning
Home Department: Faculty of Education
Generic module name: Curriculum Teaching and Learning
Alpha-numeric code: BEd 571
Module numeric code: 460562
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: By the end of the module, students will:
- Be able to define the curriculum problem
- Understand some of the basic orientations to the curriculum (cognitive development, personal relevance, academic rationalism, social adaptation and reconstruction, curriculum as technology)
- Understand the implications of the central debates and issues raised for teaching the curriculum in South Africa
- Critically evaluate their own curriculum

Main Content: The module focuses on:
- What is the curriculum? Basic orientations to the curriculum
- Critical analysis of OBE as practiced in South Africa
- Development of learning; various perspectives with special reference to inclusive education
- Approaches to teaching and learning in the inclusive school
- Emancipatory role of educators
- Action Research

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 18
Assignments & tasks: 50
Tests and Examinations: 1.5
Selfstudy: 75.5
Total Learning Time: 150
Method of Student Assessment: Assignments 60%

Module Name: Metatheory A
Home Department: Faculty of Education
Generic module name: Metatheory A
Alpha-numeric code: BED700
Module numeric code: 430561
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: At the end of this module, students will understand:
- The various frameworks of Educational thinking arguments that divide these frameworks viz. Positivist Educational Theory, Interpretive Educational Theory and Critical Educational Theory
- How each of these frameworks of thinking understands the nature and purpose of educational theory
- How each of these frameworks of thinking engages with the concepts “truth”, “objectivity” and “research”, and
- How each of these frameworks of thinking understands the relationship between theory and practice.

Main Content:
- The nature and purpose of educational theory
- Key concepts: “truth”, “objectivity” and “research”
- The relationship between theory and practice
- Positivist Educational theory
- Interpretive Educational Theory
- Critical Educational theory

Pre-requisites: None
Co-requisites: None
Prohibited Combinations: None
Contact with lecturer/tutor: 18
Assignments & tasks: 60
Tests and Examinations: 03
Selfstudy: 84
Total Learning Time: 150
Method of Student Assessment: Written Assignments 50%

Module Name: South African Education
Main Outcomes:

A student will be able to:

- Understand the history of education and policy development in South Africa
- Understand the development of educational policy and the manner in which it reflects and shapes political, economic, social and cultural history
- Understand the educational debates and contests in the light of broader societal issues of power, equity, democracy and economics and poverty.
- Explore the links between educational policy reform in post-apartheid South Africa and neo-liberal trends in the globalization of educational policy

Key outcomes of the course will be that students are able to appreciate that: educational theory and practice cannot be divorced; micro and macro contexts are structurally linked; our common sense knowledge about education is overlaid with ideological assumptions that are in need of critical appraisal in the context of the continued revision of educational policy nationally and internationally.

Through the process of such historical and sociological study of South African Education, the course will aim to provide insights into analytical study and debate around education. Above all the course seeks to test ‘common sense’ understandings of educational history and politics and stimulate students to their own critical analysis and interpretation of apartheid and post-apartheid education as well as the current policy debate over the future of education ten years after 1994.

The sub-title of the course is EQUITY AND EDUCATION IN SOUTH AFRICA.

Main Content:

The module focuses on:

- The Nature of the Study in Education
- Education under Apartheid and in the post-apartheid era. Public and Private Education
- Education for economic efficiency and economic growth vs. education for development and equity? Debates
- Educational Policy and Knowledge Economy: Curriculum: the rhetoric and reality. Education for Democratic Citizenship Education for Work
- School Governance: the ambiguities of decentralization:
- Consolidation and Revision
- Revision

Pre-requisites:
Nil
Co-requisites:
Nil
Prohibited Combinations:
Nil
Breakdown of Learning Time:

- Contact with lecturer/tutor: 24
- Assignments & tasks: 50
- Tests and Examinations: 50
- Selfstudy: 26
- Total Learning Time: 150

Method of Student Assessment:
Coursework 50%
Examination 50%
Generic module name: Comparative Education A
Alpha-numeric code: BED 705
Module numeric code: 492701
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: At the end of this module, students should be able to:
- Understand and debate key concepts in comparative, International and Development Education
- Identify and understand key international educational issues and see them in comparative perspective
- Understand the links between South African and global issues in Comparative, International and Development Education
- Write essays and understand the differences between analytical, position papers on relevant issues and how they differ from reports, descriptive and public interest articles
- Identify, research and write an analytical, position paper in APA form on a current global education issue
- Compile bibliographies and review key research articles in academic journals on current issues in education
- Present current comparative and international issues to the class in debate or discussion

Main Content: Areas that are covered in this module include:
- Comparative, International, Development Education as a field of study
- Paradigm shifts in theories of schooling and society, the world education crisis, functional and radical critiques of schools as institutions
- Political economy views of world trends in education – colonialism, uhuru, neo-colonialism, human capital theory, underdevelopment of Third World, marketisation of education, economic globalization
- Key comparative debates in education on centralization/decentralization, assessment, credentialism, equality and affirmative action policies overseas and in South Africa
- Education crisis in Africa – policy shifts in Tanzania and South Africa.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
Contact with lecturer/tutor: 18
Assignments & tasks: 55
Tests and Examinations: 2
Selfstudy: 75
Total Learning Time: 150

Method of Student Assessment:
Three Assignments 60%
Examination 40%

Module Name: Computers in Education A
Home Department: Faculty of Education
Generic module name: Computers in Education A
Alpha-numeric code: BED707
Module numeric code: 492611
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: By the end of the module, students will be able to:
• Understand some of the latest trends in the use of Information and Computer Technology (ICT) to enhance learning activities, eg. Using the Internet as a resource for accessing information
• Understand and interact with computers in everyday teaching activities

Main Content:
• Literacy in MSWord
• Literacy in MSExcel
• Literacy in MSPowerPoint
• Understanding ICT versus IT
• Developing an understanding of the positive and negative implications of the use of the Internet by learners
• Developing an understanding of Computer Aided Learning
• Developing an understanding of the rationales for the adoption of an E-Learning paradigm

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
Contact with lecturer/tutor: 20
Assignments & tasks: 3
Practicals: 30
Selfstudy: 97
Other: Please specify 150
Total Learning Time:
Method of Student Assessment: Three Assignments 70%
Practical Exam 30%

Module Name: Computers in Education B
Home Department: Faculty of Education
Generic module name: Computers in Education B
Alpha-numeric code: BED708
Module numeric code: 492612
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: By the end of the module, students will be able to:
• Understand the technical aspects of how the Internet is structures
• Understand how Internet pages and content are developed and placed on the web
• Have a basic understanding of the architecture of a computer
• Evaluate websites in terms of structure and functionality
• Apply these skills in teaching practice.

Main Content:
• Understanding the architecture of the Internet
• Evaluate websites in terms of structure and functionality
• WebPage and Website design suing FrontPage/Dreamweaver software packages
• Introduction to Hardware Architecture and maintenance of a pc.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
Contact with lecturer/tutor: 48 20
Assignments & tasks: 10 1 – Evaluating Websites
Tests and Examinations: 15 1
Practicals: 0 1
Selfstudy: 77
Other: Please specify
Total Learning Time: 150
Method of Student Assessment: 1 Assignment: Evaluating Websites
Exam: Hardware Architecture and Maintenance
Practical Project (Group): Developing a functional Website

Module Name: Curriculum and Pedagogy A
Home Department: Faculty of Education
Generic module name: Curriculum and Pedagogy A
Alpha-numeric code: BED711
Module numeric code: 492705
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: By the end of the module, students will:
- Understand what is meant by ‘curriculum’
- Have developed deeper insight into their practices as teachers, so that their everyday teaching is informed by sound theory, and their understanding of theory is always grounded in their practice
- Be aware that curriculum should not be viewed from a neutral or technological point of view, but that all approaches to the curriculum are based on values (i.e. educational, moral, political, cultural and/or economic values), what a research proposal is, the purposes it serves and the academic criteria on which it is judged
- Have developed curriculum development skills.

Main Content: The module focuses on:
- Conceptualising the Curriculum
- Curriculum, Knowledge and Inequality
- Curriculum as Content, Curriculum as Product and Curriculum as Process
- Changing the Curriculum – the Teacher as Curriculum Developer.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
Contact with lecturer/tutor: 24
Assignments & tasks: 75
Tests and Examinations: 0
Self study: 51
Total Learning Time: 150
Method of Student Assessment
Three Assignments 50%
Class participation and presentation of last assignment 10%
Examination 40%

Module Name: Development and Learning
Home Department: Faculty of Education
Generic module name: Development and Learning
Alpha-numeric code: BED712
Module numeric code: 491606
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes:
- To understand the concept of holistic development and the importance of understanding the individual in context
- To be aware of the key debates and themes within developmental theory
• To understand the basic assumptions, key concepts and educational implications of various theories of learning and development
• To understand what factors impact on achievement at school
• To debate the applicability of the theories in South African classrooms.

Main Content:
• The concept of development
• Key themes in development theory
• Physical development
• Erik Erikson
• Jean Piaget
• Lev Vygotsky
• Information Processing Theory
• Behaviourism
• Underachievement

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil

Breakdown of Learning Time:

- Contact with lecturer/tutor: 21
- Assignments & tasks: 54
- Tests and Examinations: 0
- Selfstudy: 75 - Reading/preparation for sessions and reflections on own practice

Total Learning Time: 150

Method of Student Assessment

- Assignments 60%
- Examination 40%

Module Name: Education and Development A
Home Department: Faculty of Education
Generic module name: Education and Development A
Alpha-numeric code: BED714
Module numeric code: 492301
Credit value: 15
Duration: S
Module Type: Programme
Level: 8

Main Outcomes: At the end of this module, students will be able to:
• Understand and debate key concepts and issues in Education and Development
• Understand economic globalization and the poverty gap between developed and developing societies
• Write essays and understand the differences between analytical, position papers on current issues in education and development in Africa and South Africa
• Reflect on issues of diversity in South African education
• Understand and debate theories of multi-cultural and anti-racist education
• Understand the current policy framework on diversity in South African schools and how to deal with them in the classroom
• Identify, research and write an analytical, position paper in APA form on multicultural education in South African schools
• Present current issues of diversity in South African schools to the class in debate or discussion.

Main Content: Areas that are covered in this module include:
• Key concepts and theoretical debates on education and development
• Various conservative, liberal and radical theories on education and development, multi-cultural education
• Discussion of the issues of diversity in the classroom — race/ethnicity, class, language, religion, exceptionality, age and sexual orientation
• Analysis of current issues of diversity in the South African classroom
- Ways of addressing issues of diversity by teachers in the classroom
- Discussion of mono-culturalism, conservative multiculturalism, liberal multiculturalism, cultural pluralism, radical multiculturalism.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 18
- Assignments & tasks: 55
- Tests and Examinations: 2
- Selfstudy: 75
- Total Learning Time: 150
- Method of Student Assessment: Three Assignments 60%, Examination 40%
| Credit Value | 15 |
| Duration | S |
| Proposed semester/term | S1 |
| Programmes in which the module will be offered | B Ed Hons |
| Level | 8 |
| Main Outcomes | By the end of this module, students will be able to: |
| | • Understand the key differences between formal and functional approaches to language |
| | • Have a basic understanding of the formal properties of language |
| | • Understand the key elements of Systemic Functional Grammar as a theory of language in social context |
| | • Analyse texts to determine the patterns and effects of choices in ideational, interpersonal and textual meaning. |
| Main Content | The module offers a general introduction into the concerns of linguistic analysis with a specific focus on the relevance of Systemic Functional Linguistics for language educators |
| Pre-requisite modules | None |
| Co-requisite modules | None |
| Prohibited module Combination | |

### A. Breakdown of Learning Time

| Contact with lecturer / tutor: | 24 | Lectures p.w. | 2 |
| Assignments & tasks: | 26 | Practicals p.w. |
| Pracitcals: | | Tutorials p.w. | 1 |
| Tests & examinations: | 20 | |
| Selfstudy | 80 | |
| Total Learning Time | 150 |
| Methods of Student Assessment | CA 60% |
| | FA 40% |

| Home Department | Language Education |
| Module Topic | Language in Education Policy and Planning |
| Generic Module Name | Language in Education Policy |
| Alpha-numeric Code | BED754 |
| Credit Value | 15 |
| Duration | S |
| Proposed semester/term | S2 |
| Programmes in which the module will be offered | B Ed Hons |
| Level | 8 |
| Main Outcomes | By the end of this module, students will be able to: |
| | • Understand key concepts in language in education policy and planning, ‘mother tongue’ education and bi-/multilingual education |
| | • Demonstrate an awareness and understanding of the current LiEP in South Africa and the debates surrounding it |
| | • Critique models of language planning in South Africa and elsewhere |
| | • Develop language planning models for South African educational institutions. |
| Main Content | • Language policy and language planning |
| | • Models of language planning |
| | • Language in education policies: A comparative perspective |
| | • Debates in ‘mother tongue’ education |
| | • Bi- and multilingual education models |
| Pre-requisite modules | None |
Module Name: Lifeskills and Health Education
Home Department: Faculty of Education
Generic module name: Lifeskills and Health Education
Alpha-numeric code: BED717/BED727
Module numeric code: 491609/491619
Credit value: 15
Duration: 5
Module Type: Programme
Level: 8
Main Outcomes: This course aims to:
- Equip students with the necessary knowledge and skills to meet the diverse needs of their learners
- Assist with the development of school-based programmes to promote health and well-being
- Emphasis the role of the educator in transforming youth-at-risk into resilient youth who are able to meet the challenges of a changing society and contribute meaningfully to our new democracy.

Main Content:
- General introduction
- Course Outline
  - Introduction to Life Skills
    - Life Skills, Health Education and Life Orientation, Defining Health, Mental Health, Health Promotion, Mental Health Promotion and Health Promoting Schools
  - The Health Promoting Schools Framework
  - Developing an effective, sustainable Life Skills Intervention based upon the HPS framework
- Student presentations: Life Skills Interventions
- HIV and AIDS – most recent developments
- Sexuality and HIV/AIDS education – Challenges and Opportunities
- Care and support for learners and educators
- Youth at risk and resilient youth

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 48
- Assignments & tasks: 30
- Tests and Examinations: 15
- Selfstudy: 57
Total Learning Time: 150
Method of Student Assessment Assignment 1 30%

CFA
Methods of Student Assessment
CA 60%
FA 40%
Module Name: **Mathematics Education A**
Home Department: Faculty of Education
Generic module name: Mathematics Education A
Alpha-numeric code: BED718
Module numeric code: 390431
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: Students will be able to:
- Design a mathematics curriculum unit
- Evaluate a mathematics curriculum unit
- Read research articles related to the mathematics curriculum
- Write scholarly pieces related to the mathematics curriculum.

Main Content:
- Curriculum paradigms
- Design research as an approach to curriculum design
- Taxonomies of learning outcomes and their use for mathematics curriculum evaluations
- Learning theories and their implications for mathematics curriculum design

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 21
- Assignments & tasks: 63
- Tests and Examinations: 2
- Selfstudy: 64
- Total Learning Time: 150

Method of Student Assessment: Three Assignments and one Examination, which is normally a take-home one accompanied by an oral examination.

Module Name: **Mathematics Education B**
Home Department: Faculty of Education
Generic module name: Mathematics Education B
Alpha-numeric code: BED719
Module numeric code: 390432
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: Students will be able to:
- Solve appropriate mathematical problems with the aid of technology
- Evaluate a mathematical curriculum unit
- Read research articles related to technology in mathematics
- Write scholarly pieces related to the use of technology in mathematics
- Design lesson sequences incorporating the use of mathematical technologies

Main Content:
- A brief history on the use of technology in mathematics
- Taxonomy of mathematical technologies – desk-top and hand-held devices
- Fallacies and misconceptions that might result from using mathematical technologies
- Mathematical technologies in the social, economic and cultural context
- Mathematical technologies and assessment

Pre-requisites: Mathematics Education A
Co-requisites: Nil
Prohibited Combinations: Nil

Breakdown of Learning Time:
- Contact with lecturer/tutor: 21
- Assignments & tasks: 63
- Tests and Examinations: 2
- Selfstudy: 64

Total Learning Time: 150

Method of Student Assessment: Three Assignments and one Examination, which is normally a take-home one accompanied by an oral examination.

<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Orientation in Teaching &amp; Learning of Languages</th>
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<td>Duration and semester Offered</td>
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<td>B Ed Hons</td>
</tr>
<tr>
<td>Level</td>
<td>8</td>
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</tbody>
</table>

Main Outcomes: At the end of this module students should be able to:
- Identify the theoretical underpinnings of various orientations to language teaching
- Critically engage with the Revised National Curriculum for languages
- Analyse the strengths and weaknesses of genre-based approaches to language teaching
- Critically evaluate units of work including assessment tasks

Main Content:
- History of approaches to language teaching and learning
- Theoretical underpinnings of the Revised National Curriculum for Languages
- Teaching and assessing language and literacy in multilingual classrooms
- Teaching and assessing genre-based approaches to reading and writing
- Vygotskian learning theories
- Hallidayan functional linguistics

Pre-requisites: Formal Language Study (BED751)
Co-requisites: None
Prohibited Combinations: None

A. Breakdown of Learning Time
- Contact with lecturer / tutor: 36
- Assignments & tasks: 30
- Assessment: 3
- Selfstudy: 81

Total Learning Time: 150

B. Amended Time-table Requirement per week
- Lectures p.w. 3
- Practicals p.w.
- Tutorials p.w.

Assessment methods: CFA : CA 60%/FA 40%
**Module Name:** Science Education A  
**Home Department:** Faculty of Education  
**Generic module name:** Science Education A  
**Alpha-numeric code:** BED724  
**Module numeric code:** 492901  
**Credit value:** 15  
**Duration:** S  
**Module Type:** Programme  
**Level:** 8  
**Main Outcomes:**  
- Be able to enhance critical awareness and understanding of socio-scientific issues in school sciences especially the nature of learning difficulties of students from socio-economically deprived backgrounds  
- Be able to develop compensatory teaching and learning strategies in the science classroom  
- Identify, solve problems, make decisions using critical and creative thinking  
- Work effectively as a team, group, organization and community member  
- Organise and manage themselves  
- Collect, analyse, organize and critically evaluate information  
- Communicate effectively using visual, symbolic and/or language skills, IT skills  
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others  
- Demonstrate an understanding of the world as a set of related systems in a social-economic-cultural context. Understanding Indigenous knowledge systems  
- Explore education, career and entrepreneurial opportunities.  

**Main Content:** This module is aligned to:  
- Learning Outcomes of RNCS/NCS in schools and broader societal relevance  
- Relevance of Science Education  
- Learning to teach science and the teaching practice  
- Nature of scientific enquiry  
- Constructivism, Met-cognitive strategies and science teaching/learning  
- Application of learning theories to science teaching  
- Exploring, structuring and constructing common science knowledge through instructional strategies  
- Reflective-creative teaching/learning and assessment in sciences  

**Pre-requisites:** Nil  
**Co-requisites:** Nil  
**Prohibited Combinations:** Nil  
**Breakdown of Learning Time:** Hours  
- **Contact with lecturer/tutor:** 24  
- **Assignments & tasks:** 30 – One project  
- **Tests and Examinations:** 20 – Take home research based exam  
- **Practicals:** 20 – Field and Laboratory work  
- **Selfstudy:** 56  
- **Total Learning Time:** 150  
**Method of Student Assessment:** Continuous Assessment – 60% (tasks, tests, projects)  
Examination – 40%  

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**Module Name:** Science Education B  
**Home Department:** Faculty of Education  
**Generic module name:** Science Education B  
**Alpha-numeric code:** BED725  
**Module numeric code:** 492905  
**Credit value:** 15
By the end of this module, students will:

- Develop a critical appreciation of curriculum issues relating to science education and an awareness of different science curriculum initiatives internationally and locally
- Have engaged with a critical exploration of current international thinking on curriculum issues in Science Education. This will explore issues such as the role and purpose of science in the curriculum; role of practical work; investigatory science; Science; technology and society curricula
- Compare curriculum reforms in two foreign countries alongside a critical look at the RNCS/NCS curriculum proposals for the learning area Natural Sciences, Biology and Physical science
- A focus on curriculum development and implementation of change in South Africa and how various educational policies impact on the sciences. Case studies of policy implementation and the work of current Science Education Projects.

The module is aligned to Learning Outcomes of:

- RNCS/NCS in schools and broader societal relevance
- Relevance of science education locally and internationally
- Problems, prospects and challenges of curriculum design and change
- Teaching science in multi-cultural classrooms to second language learners. Integrating science with indigenous knowledge
- What can educators learn from classroom-based research
- Application of learning theories to science teaching
- Developing lesson plans for micro-teaching on selected science concepts
- Laboratory management and safety
- Developing and implementing valid assessment instruments (including classroom interactions). Analyzing and reporting the learning outcomes

Method of Student Assessment
Continuous Assessment – 60% (Tasks, tests and projects)
Examination – 40%
• Be familiar with the current curricular emphasis on indigenous knowledge systems
• Be aware of theoretical and practical issues relating to assessment of learning outcomes in science

Main Content:
• Nature of science and indigenous knowledge systems
• Science, science education and culture. Teaching science in a multicultural classroom
• Recent curriculum reforms in school science e.g. C2005, STS and Science for All, and implications for science teaching/learning
• Assessment and Assessment Standards
• National and International comparative studies on achievement in science: Implication for policy, curriculum development and instructional practices

Pre-requisites: PGCE General Science/Science Methods
Co-requisites: Science Education A
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 24
Assignments & tasks: 30 – two assignments in form of term papers
Tests and Examinations: 30 – Take home final examination
Practicals: 66
Self-study: 150
Total Learning Time: 150

Module Name: Science Education D
Home Department: Faculty of Education: School of Science and Mathematics Education
Generic module name: Science Education D
Alpha-numeric code: BED732
Module numeric code: 492904
Credit value: 20
Duration: S
Module Type: Programme
Level: 8.1
Main Outcomes:
By the end of the module, students will:
• Have an overall understanding of the basic nature of research in science education
• Have developed some understanding of the differences and social science research and between quantitative and qualitative research
• Be aware of the nature of classroom research
• Be familiar with different research designs used in science education
• Have developed some research tools such as questionnaires, interview and observation schedules as well as developed a 5-10 page proposal
• Have organised, analysed and written a 20-25 page research report

Main Content:
• Nature of research. What is research?
• Nature of classroom research
• Introduction to quantitative and qualitative research methods
• Essentials of research in science education
• Roles of literature review in the research process
• Writing a research proposal
• Communicating research findings
• Completing a research report

Pre-requisites: General Science/Science Methods
Co-requisites: Science Education B
Prohibited Combinations: Nil
Breakdown of Learning Time:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Contact with lecturer/tutor</td>
</tr>
<tr>
<td>36</td>
<td>Assignments &amp; tasks: Literature Search, preparing a research proposal and research instruments</td>
</tr>
<tr>
<td>90</td>
<td>Other: Please specify Collecting data, analyzing data and writing the research report</td>
</tr>
<tr>
<td>150</td>
<td>Total Learning Time</td>
</tr>
</tbody>
</table>

Method of Student Assessment:

| Research Proposal – 25% |
| Research Project – 75% |

Module Name: Special Needs and Support Services
Home Department: Faculty of Education
Generic module name: Special Needs and Support Services
Alpha-numeric code: BED727/737
Module numeric code: 491608/491618
Credit value: 15
Duration: S
Module Type: Programme (but could be used across faculties)
Level: 8

Main Outcomes:

- Acquire knowledge about the inclusive education philosophy and explore inclusive practices in South Africa and other countries
- Acquire skills of identifying and addressing barriers which learners experience in an inclusive and special needs educational settings

Main Content:

- Policy development, current debates and initiatives in international and South African contexts
- Different theoretical perspectives, reconceptualisation of special educational needs and barriers to learning and development
- Inclusive Education and Health Promoting Schools
- Information processing Approach
- Psycho-educational assessment procedures
- Neurological and sensory factors that are barriers to learning
- Intellectual and cognitive difficulties and differences
- Language and communication disorders
- Reading and mathematics difficulties
- Learning Support Strategies

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil

Breakdown of Learning Time:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Contact with lecturer/tutor</td>
</tr>
<tr>
<td>51</td>
<td>Assignments, including practical work</td>
</tr>
<tr>
<td>75</td>
<td>Selfstudy</td>
</tr>
<tr>
<td>150</td>
<td>Total Learning Time</td>
</tr>
</tbody>
</table>

Method of Student Assessment: Assignments (linked to practical work/reflection in the field) – 100%

Module Name: Counselling Practice
Home Department: Faculty of Education: Educational Psychology
Generic module name: Counselling Practice
Alpha-numeric code: BED709
Module numeric code: 492617
Credit value: 15
Duration: S
Module Type: Programme
Level: 8

Main Outcomes:

This is a practical module aimed at providing students with the necessary counseling skills to inform their daily counselling practice. The module therefore aims to:
- Provide students with the necessary skills to conduct an initial interview, engage in an informed counseling process and intervene in a crisis situation
- Assist students to deal with various emotional and behavioural problems with which clients may present
- Equip students with the skills required to be an effective counselor.

Main Content: Overview of the course and an introduction to counselling practice:
- The initial interview
- Counselling Skills 1
- Counselling Skills 2
- Counselling Skills 3
- Counselling Skills 4
- Crisis Intervention
- Family Therapy
- Play Therapy
- HIV/AIDS – Pre- and post – test counseling
- HIV/AIDS – Grief Counselling
- HIV/AIDS – Working with Children
- Ethics – Case Studies

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 48
Assignments & tasks: 30
Tests and Examinations: 15
Selfstudy: 57
Total Learning Time: 150
Method of Student Assessment: There is continuous evaluation of class participation, one assignment and a final examination.
Composition of Marks:
Class Participation – 20%
Assignment 1 – 40%
Examination - 40%

Module Name: Counselling Theory
Home Department: Faculty of Education: Educational Psychology
Generic module name: Counselling Theory
Alpha-numeric code: BED710
Module numeric code: 492618
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: By the end of this module, students will be able to:
- Demonstrate an understanding of various theories pertaining to counselling
- Have a firm grasp of various psychological therapies and interventions
- Utilize various counselling theories to inform their practice
- Apply psychological theories to play therapy with children
- Extend the application of counselling theory to HIV/AIDS interventions

Main Content: Overview of the course and an introduction to counselling therapy:
- Person-centred Therapy
- Psychoanalytic Therapy
- Cognitive Behavioural Therapy
- Rational Emotive Therapy
- Family Therapy
- Play Therapy
• Counselling and Culture
• HIV/AIDS – Traditional and cultural issues
• HIV/AIDS – Legal and ethical issues
• Ethical issues in general

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil

Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 48
Assignments & tasks: 30
Tests and Examinations: 15
Selfstudy: 57
Total Learning Time: 150

Method of Student Assessment: There is one assignment per term and a final examination.
Composition of Marks:
Assignment 1 – 30%
Assignment 2 – 30%
Examination – 40%

Module Name: Educational Psychology Research Project
Home Department: Faculty of Education
Generic module name: Educational Psychology Research project
Alpha-numeric code: BED715
Module numeric code: 492616
Credit value: 15
Duration: 5
Module Type: Programme
Level: 8

Main Outcomes: At the end of this module, students will be able to:
• Understand the A-Z basics of conducting research
• Develop clear research aims, objectives and research questions
• Conduct a basic literature search in a specific area of focus
• Identify and understand the key issues and debates in the particular area of focus for the research
• Understand how to develop and pursue a research methodology that is appropriate to the research aims
• Understand how to develop a research proposal
• Understand how to develop a short research report on the research conducted
• Use the APA referencing style correctly.

Main Content: Students will be introduced to key concepts and issues relating to (a) education support services in South Africa, and (b) the particular area of focus chosen as a theme of the year. They will also be introduced to basic knowledge and skills relating to research methodology. Students will work as a research team, under the supervision of the lecturer, in order to learn, through ‘doing’, the key steps in conducting research within the framework of the chosen research theme and aims.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 25
Assignments & tasks: 50
Practicals and self-study: 75
Total Learning Time: 150

Method of Student Assessment: Assignments linked to the various phases of the research:
Assignments (building up the research proposal) – 45%
Research proposal – 25%
Module Name: Psychological Assessment
Home Department: Faculty of Education: Educational Psychology
Generic module name: Psychological Assessment
Alpha-numeric code: BED722
Module numeric code: 492619
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: Students will be able to:
- Identify a range of assessment purposes
- Discuss the advantages and disadvantages of different forms of psychometric and scholastic assessment
- Administer and interpret selected assessment instruments.
Main Content: Principles of psychometric assessment, including test-construction and test-validation, static and dynamic assessment, interpretation of assessment findings, report writing.
Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 21
Assignments & tasks: 15
Tests and Examinations: 06
Practicals: 15
Selfstudy: 93
Total Learning Time: 150
Method of Student Assessment: Group/individual assignment, examination. Peer evaluation and class test as formative assessment.

Module Name: Psychometry
Home Department: Faculty of Education
Generic module name: Psychometry
Alpha-numeric code: BED721
Module numeric code: 492620
Credit value: 15
Duration: S
Module Type: Programme
Level: 8
Main Outcomes: Students will be able to:
- Discuss critically the principles and ethics of psychometry
- Design simple assessment ‘packages’ for specific purposes
- Administer, score and interpret selected psychometric tests and other measures.
Main Content: Study of selected measures or perceptual development, ‘intelligence’, e.g.(Senior S.A. Individual Scale), personality and interest, plus assessment related ethical responsibilities and dilemmas.
Pre-requisites: Psychology 111, Psychological Assessment (492619)
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 21
Assignments & tasks: 15
Tests and Examinations: 06
Practicals: 15
Selfstudy: 93
Other: Please specify 0
Total Learning Time: 150
Method of Student Assessment: Group/individual assignment, examination. Class test and peer evaluation as formative assessment.

**POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)**

For information on the format and content of this advanced qualification consult the separate Combined Masters Programme Guide or the Faculty Officer.

**POSTGRADUATE DIPLOMA IN HIGHER EDUCATION: TEACHING AND LEARNING**

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Educational Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Teaching and Learning</td>
</tr>
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<td>Alpha-numeric Code</td>
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<td>Credit Value</td>
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<td>Duration</td>
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<td>Proposed semester</td>
<td>1</td>
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<tr>
<td>Programmes in which the module will be offered</td>
<td>Post-Graduate Diploma in Higher Education</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

**Main Outcomes**

On completion of the module, the student should be able to:
- Plan and design learning-centred teaching
- Explain learning-centred approaches
- Implement learning-centred teaching strategies
- Implement strategies that address diversity
- Provide evidence of the use of reflective practice to develop effectiveness as a university teacher
- Recognize and implement appropriate responses to student and peer feedback.

**Main Content**

- The higher education context: diversity and transformation
- Student learning
- Planning for learning
- Classroom management and innovation
- Innovative learning-centred teaching
- Reflective higher education practice.

**Pre-requisite modules**

None

**Co-requisite modules**

None

**Prohibited module Combination**

None

**Breakdown of Learning Time**

- Contact with lecturer / tutor: 44 hours
- Assessments: 92 hours
- Self study: 164 hours

**Total Learning Time**

300 hours

**Assessment Methods**

- Participation/ group mark: 10%
- Theory-based assessment: 30%
- Practical/ reflective portfolio: 60%

<table>
<thead>
<tr>
<th>Home Department</th>
<th>Educational Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Assessment in Higher Education</td>
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<tr>
<td>Generic Module Name</td>
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<tr>
<td>Duration</td>
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<tr>
<td>Proposed semester</td>
<td>2</td>
</tr>
</tbody>
</table>
Programmes in which the module will be offered Post-Graduate Diploma in Higher Education

| Level | 8 |

Main Outcomes

On completion of the module, the student should be able to:
- Describe and critique existing assessment practice, explaining the principles of assessment and learning utilized
- Adapt existing summative assessment practice so as to enhance implementation of principles of meaningful assessment
- Adapt existing assessment practice so as to achieve a more desirable impact on learning
- Confidently advise fellow academics on sound assessment practice.

Main Content

- Purposes of assessment
- Types of assessment
- Principles of sound assessment
- Impact of assessment on learning
- Assessment methods
- Constructive alignment
- Educational evaluation
- Critical reflection.

Pre-requisite modules
None

Co-requisite modules
None

Prohibited module Combination
None

Breakdown of Learning Time

<table>
<thead>
<tr>
<th>Hours</th>
<th>Contact with lecturer / tutor:</th>
<th>Assessments</th>
<th>Self study</th>
<th>Total Learning Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td></td>
<td>116</td>
<td>120</td>
<td>300</td>
</tr>
</tbody>
</table>

Assessment Methods (CA) Reflective report 100%

Home Department Education Studies

Module Topic ICTs for Teaching and Learning in Higher Education

Generic Module Name ICTs for Teaching and Learning

Alpha-numeric Code (HES713)

Credit Value 30

Duration Semester

Proposed semester 2

Programmes in which the module will be offered Post-Graduate Diploma in Higher Education

| Level | 8 |

Main Outcomes

On completion of the module, the student should be able to:
- Analyse current context in relation to pedagogic problems, students’ learning needs, and identify available technologies and their affordances
- Design and develop technology-enhanced learning intervention using technology suitable to the context
- Implement and evaluate a pilot of the technology-enhanced learning intervention
- Reflect on the process of analyzing, designing, developing, implementing and evaluating the technology-enhanced learning intervention.

Main Content

- Current practices of designing and developing technology-enhanced learning intervention in the southern African higher education context.
<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
<td>None</td>
</tr>
<tr>
<td>Breakdown of Learning Time</td>
<td><strong>Hours</strong></td>
</tr>
<tr>
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<tr>
<td>Assessments</td>
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<tr>
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<td>164</td>
</tr>
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<td>Total Learning Time</td>
<td>300</td>
</tr>
<tr>
<td>Assessment Methods (CA)</td>
<td>E-portfolio 100%</td>
</tr>
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</table>

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<th>Home Department</th>
<th>CACE</th>
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<tbody>
<tr>
<td>Module Topic</td>
<td>Community Engagement in Higher Education</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Service-Learning and Community Engagement in Higher Education</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>(HES714)</td>
</tr>
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<td>Credit Value</td>
<td>30</td>
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<tr>
<td>Duration</td>
<td>Semester</td>
</tr>
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<td>Proposed semester</td>
<td>2</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>Post-Graduate Diploma in Higher Education</td>
</tr>
</tbody>
</table>

| Level | 8 |

Main Outcomes

On completion of the module, the student should be able to:

- Understand, contextualise and critically engage with service-learning within the contemporary theoretical and conceptual perspectives on community engagement (CE) in higher education (HE).
- Demonstrate an understanding of the complexities of and key requirements for sustainable collaborative relations needed for engaging in experiential learning methodologies.
- Develop an innovative curriculum for a service learning (SL) module or capacity building programme in which SL features as an experiential, transformative pedagogy.
- Understanding the difference between modes of inquiry and the application of mode 2 inquiry (to develop useful knowledge) to advance their own teaching practice through systematic, participatory research into and through SL and CE.

Main Content

The module comprises of the themes and subjects considered relevant towards developing best teaching practice in experiential learning pedagogies and in particular in service-learning. The four main themes covered are:

1. Theoretical, conceptual and institutional policy perspectives on the development of SL in CE

Participants will be familiarised with the conceptual and theoretical frameworks of SL and CE and required to analyse the role of institutional policy and practice in realising SL and CE within the SAcontext.

2. Collaborative Practices in SL and CE

Reciprocity is central to engaging students in community-based curricular work. A clear grasp of the concept community and the process of initiating, establishing and maintaining collaborative relationships and linkages are paramount to this reciprocity.
(3) Application of Service-Learning in curriculum design
The theoretical and conceptual framework for SL forms the foundation of this theme. Phases of curriculum design; Reflection; Assessment; and evaluation are implemented within the context of risk management and quality assurance in experiential teaching and learning.

(4) Research in SL and CE
Research in teaching is one of the pathways to scholarship of engagement which entails reflecting on and writing about one’s own work. Participants will be introduced to research aligned with the development of mode 2 knowledge production through applicable research methodologies.

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
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<td>Prohibited module Combination</td>
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<tr>
<td>Breakdown of Learning Time</td>
<td><strong>Hours</strong></td>
</tr>
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<td><strong>Contact with lecturer / tutor:</strong></td>
<td>21</td>
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<tr>
<td><strong>Assessments</strong></td>
<td>118</td>
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<tr>
<td><strong>Self study</strong></td>
<td>101</td>
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<tr>
<td><strong>Community engagement</strong></td>
<td>60</td>
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<tr>
<td><strong>Total Learning Time</strong></td>
<td>300</td>
</tr>
<tr>
<td><strong>Assessment Methods (CA)</strong></td>
<td>3 assignments 50% Portfolio, with presentation 50%</td>
</tr>
</tbody>
</table>

**Home Department** | Education Studies
---|---
**Module Topic** | Citizenship, Social Inclusion and Difference in Higher Education
**Generic Module Name** | Citizenship, Social Inclusion and Difference
**Alpha-numeric Code** | (HES715)
**Credit Value** | 30
**Duration** | Semester
**Proposed semester** | 2
**Programmes in which the module will be offered** | Post-Graduate Diploma in Higher Education
**Level** | 8
**Main Outcomes** | On completion of the module, the student should be able to:
- Critique current approaches towards difference, inclusion and citizenship education
- Apply research techniques to construct further understanding about difference, inclusion and citizenship in higher education and own teaching and learning context
- Reflect in relation to own teaching and learning context
- Apply understanding about difference, inclusion and citizenship to own teaching and learning context.

**Main Content** | Theoretical approaches, research approaches, teaching approaches in relation to:
- Critical pedagogy
- Citizenship education
- Social justice in education
- Difference, social inclusion and citizenship in higher education and the application thereof

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Prohibited module Combination</td>
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</table>
### Breakdown of Learning Time

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>56</td>
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<tr>
<td>Assessments</td>
<td>76</td>
</tr>
<tr>
<td>Self study</td>
<td>168</td>
</tr>
<tr>
<td>Total Learning Time</td>
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</tr>
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</table>

### Assessment Methods

<table>
<thead>
<tr>
<th>(CA)</th>
<th></th>
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<tbody>
<tr>
<td>2 written assignments</td>
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</tr>
<tr>
<td>Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Textual, digital or performance product</td>
<td>25%</td>
</tr>
<tr>
<td>Reflective essay</td>
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</table>

### Home Department

<table>
<thead>
<tr>
<th></th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Topic</td>
<td>Research for Enhancing Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Research for Enhancing Teaching and Learning</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>(HES716)</td>
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<td>Credit Value</td>
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<td>Duration</td>
<td>Semester</td>
</tr>
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<td>Proposed semester</td>
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</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>Post-Graduate Diploma in Higher Education</td>
</tr>
<tr>
<td>Level</td>
<td>8</td>
</tr>
</tbody>
</table>

### Main Outcomes

On completion of the module, the student should be able to:
- explain and apply selected research approaches to enhance own educational practice
- critically evaluate research findings and relate these to own educational practice
- design a practice-based research project within own teaching and learning context
- engage in conversation with peers about educational research for change in own teaching and learning context.

### Main Content

- research into teaching and learning
- applied research orientated towards change
- research for innovation

### Programmes in which the module will be offered

- Post-Graduate Diploma in Higher Education
<table>
<thead>
<tr>
<th>Level</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Outcomes</strong></td>
<td>On completion of the module, the student should be able to:</td>
</tr>
<tr>
<td></td>
<td>• discuss the role of the academic leader with specific reference to the difference between leadership and management, change management, quality assurance</td>
</tr>
<tr>
<td></td>
<td>• manage an academic department with specific reference to performance management, capacity building/ professional development, aspects of HR and financial planning</td>
</tr>
<tr>
<td></td>
<td>• explain and manage/ facilitate develop of women in leadership</td>
</tr>
<tr>
<td></td>
<td>• contribute to policy-making (institutional and national) on teaching and learning issues in higher education</td>
</tr>
<tr>
<td></td>
<td>• interpret and apply institutional and national higher education policy with specific reference to teaching and learning.</td>
</tr>
<tr>
<td><strong>Main Content</strong></td>
<td>• roles and responsibilities of the academic leader in higher education</td>
</tr>
<tr>
<td></td>
<td>• different facets of leadership, with focus on academic department</td>
</tr>
<tr>
<td></td>
<td>• national higher education context, including relevant policy issues</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite modules</td>
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<td>Prohibited module Combination</td>
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<table>
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<tr>
<th><strong>Breakdown of Learning Time</strong></th>
<th><strong>Hours</strong></th>
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<tbody>
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<td><strong>Contact with lecturer / tutor:</strong></td>
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<td><strong>Assessments</strong></td>
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<tr>
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<tr>
<td><strong>Total Learning Time</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Assessment Methods</strong></th>
<th><strong>(CA)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written critique</td>
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</tr>
<tr>
<td>Online group task</td>
<td>25%</td>
</tr>
<tr>
<td>Development policy/ position paper</td>
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<table>
<thead>
<tr>
<th><strong>Home Department</strong></th>
<th>CACE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Topic</strong></td>
<td>Work and Learning in Higher Education</td>
</tr>
<tr>
<td><strong>Generic Module Name</strong></td>
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</tr>
<tr>
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<tr>
<td><strong>Programmes in which the module will be offered</strong></td>
<td>Post-Graduate Diploma in Higher Education</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Main Outcomes</strong></td>
<td>On completion of the module, the student should be able to:</td>
</tr>
<tr>
<td></td>
<td>• design and implement work in learning components in the in-house curriculum in line with graduate attributes</td>
</tr>
<tr>
<td></td>
<td>• design work in learning components for internships in line with graduate attributes</td>
</tr>
<tr>
<td></td>
<td>• apply knowledge of transfer theories to the design of work in learning components</td>
</tr>
<tr>
<td></td>
<td>• explain differences in knowledge, practice and learning between universities and workplaces.</td>
</tr>
<tr>
<td><strong>Main Content</strong></td>
<td>• work in learning design in-house</td>
</tr>
<tr>
<td></td>
<td>• design of teaching events in internships to promote</td>
</tr>
<tr>
<td>Pre-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
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<tr>
<td>Co-requisite modules</td>
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<tr>
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<tr>
<td>Breakdown of Learning Time</td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>Contact with lecturer / tutor:</td>
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<tr>
<td>Assessment Methods (CA)</td>
<td>Classroom assessment activities 15% Reflective diary 10% Structured feedback from candidates being supervised 25%</td>
</tr>
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</table>

**Home Department**  
Education Studies

**Module Topic**  
Post-Graduate Supervision

**Generic Module Name**  
Post-Graduate Supervision

**Alpha-numeric Code**  
(HES719)

**Credit Value**  
30

**Duration**  
Semester

**Proposed semester**  
2

**Programmes in which the module will be offered**  
Post-Graduate Diploma in Higher Education

**Level**  
8

**Main Outcomes**  
On completion of the module, the student should be able to:
- discuss the post-graduate context in higher education and its challenges
- describe and facilitate the pre-supervision process which includes frameworks for research training, selecting prospective candidates, contracting candidates, understanding the challenges of international students and students with non-English speaking backgrounds, as well as applying ethical requirements for candidates’ research projects
- explain and facilitate the supervision process which includes supervising the proposal writing process, supervising literature reviews, providing formative feedback to candidates an supervising the conclusion chapter of a study
- explain and facilitate completion of the supervision process which includes examiners, assessing these and dissertations, as well as preparing candidates for oral examinations.

**Main Content**  
- supervisory skills and practices towards improving supervisory capacity
- critical investigation of own current practices
- post-graduate supervision as a specialized area of teaching in higher education
MASTER OF EDUCATION

**Module Name:** Professional Counselling Practicum
Home Department: Faculty of Education
Generic module name: Professional Counselling Practicum
Alpha-numeric code: MED838
Module numeric code: 492415
Credit value: This module cannot be credited towards the degree. It represents a practice requirement of the Professional Board for Psychology and is only necessary if students wish to write the Board’s examination in order to register as School Counsellors.
Duration: S
Module Type: Programme
Level: 9
Main Outcomes: Students will be able to:
  - Conduct assessments independently
  - Conduct simple interventions independently
  - Refer appropriately
  - Meet the legal and ethical obligations of this form of practice
  - Engage in simple school and educator development activities
Main Content: Full time supervised practice in educational settings over a period of 6 months (720 hours) with on site supervision by WCED educational psychology staff plus additional supervision by University staff.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 15
- Assignments & tasks: 10
- Tests and Examinations: 0
- Practicals: 720 (see above)
- Selfstudy: (See above)
- Other: Please specify 0
Total Learning Time: 25 + 720
Method of Student Assessment: Complete detailed practice records, report of on site supervisor, assignment

**Module Name:** Support Services (2): Intersectoral Collaboration
Home Department: Faculty of Education
Generic module name: Support Services (2): intersectoral Collaboration
Alpha-numeric code: MED824
Module numeric code: 420848
Credit value: 15
Duration: S
Module Type: Programme (Could be used across faculties)
Level: 9
Main Outcomes: By the end of the module, students will be able to:
  - Understand what ‘intersectoral collaboration’ means, internationally and within South Africa, and why this collaboration is needed to understand and address key barriers to learning in education contexts
  - Be able to identify and explore the challenges of ‘working together’ across professional categories and sectors
  - Understand and address challenges related to developing a community-based approach to providing support in education.
Main Content:
  - Intersectoral collaboration: what, with whom, and why?
Key challenges of ‘working together’ across professional categories and sectors
- Addressing personal and interpersonal dynamics
- Addressing organization dynamics
- Addressing resource challenges
- Addressing language and discourse challenges
- Building school-community partnerships

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 24 – Lecture/seminar sessions
- Assignments & tasks: 51 – Assignments, including practical work
- Tests and Examinations: 0
- Selfstudy: 75
Other: Please specify 0
Total Learning Time: 150

Method of Student Assessment: 100% - Assignments, linked to practical work/reflection in the field

Module Name: Support Services (1): School/Institutional Development
Home Department: Faculty of Education
Generic module name: Support Services (1): School/Institutional Development
Alpha-numeric code: MED823
Module numeric code: 420838
Credit value: 15
Duration: 5
Module Type: Programme (could be used across faculties)
Level: 9
Main Outcomes: By the end of the module, students will be able to:
- Understand the framework for education support services in South Africa within the context of relevant policies
- Understand schools as learning organizations
- Analyse school development needs and plan a process that will begin to address these needs
- Understand the challenge of managing change in learning organizations
- Be aware of the challenges of providing support and engaging in school development in a collaborative way.

Main Content:
- Education support services in South Africa
- Policy: School-based Management, Inclusive Education and Health Promoting Schools
- The school as a learning organization
- Managing change through organization development
- Improving collaboration within and between district support teams and institutional level support teams in building effective learning schools.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 24 – Lecture/seminar sessions
- Assignments & tasks: 51 – Assignments, including practical work
- Selfstudy: 75 – Reading/preparation for sessions and fieldwork
Total Learning Time: 150
Method of Student Assessment: 100% - Assignments, linked to practical work/reflection in the field.

Module Name: Global and Local Learning
Home Department: Faculty of Education: CACE
Main Outcomes: A student will be able to:

- Engage critically with conceptual procedures on the relationship between adult education and development.
- Examine the global and local development context of adult education in a ‘middle income country’.
- Explore and develop an understanding of transformative adult education in civil society contexts, in order to stimulate dialogue around the meaning of the concept ‘global/local learning’.
- Critically discuss the relationships between learning, politics and organization in the context of civil society organizations and social movements.

Main Content: Course Content

The course is organised in four steps and unfolds in the following way:

**Step 1** (Two weeks)
Exploring your understanding of the concept global/local learning based on your experiences within civil society as an educator and learner in a globalizing world. In this section you will identify, with your tutorial group, a key set of elements which, in your view, best characterizes global/local learning within civil society. You will begin to question the social purposes of that learning.

**Step 2** (Three weeks)
Examining neo-liberal and popular development theories and the relationship between these global frameworks and local social transformation, including adult education. In this section you will discuss the current global/current development context in South Africa and how it may promote or constrain possibilities for transformative adult education.

**Step 3** (Two weeks)
Probing understandings of ‘transformative adult education’ by focusing on key readings.

**Step 4** (Three weeks)
Analysing, from various perspectives, the connections between the learning, political and organizational aspects of adult education/learning in civil society organisations or social movements. In this section you will identify and investigate some of the learning practices in a civil society organization or social movement of your choice in order to elaborate the concept ‘global/local learning’.

Pre-requisites: Modules: Adult Learning Perspectives, Work and Learning, Fostering Learning

Co-requisites: Nil

Prohibited Combinations: Nil

Breakdown of Learning Time: Hours

Contact with lecturer/tutor: 48
Assignments & tasks: 10
Tests and Examinations: 15
Selfstudy: 27
Total Learning Time: 100

Method of Student Assessment: Two Assignments – 90%
Participation – 10%
Alpha-numeric code: ACG816
Module numeric code: 481118
Credit value: 30
Duration: 12 Weeks
Module Type: Programme
Level: 9
Main Outcomes: By the end of the module, students will have:
- Designed, conducted and presented a research project within the area of adult learning and global change
- Developed an understanding of the theoretical and practical considerations required in the different phases of doing such a research project
- Deepened their insight of different possible research approaches to their research projects and what the implications of these might be
- Submitted their research project in accordance with the technical requirements for presenting an academic text of this scale
- Responded to questions from students and supervisors concerning all of the above aspects of their research project.

Main Content:
- Data-collection and data-analysis
- Writing a research paper

Pre-requisites: Modules: Locating Oneself in Global Learning; Adult Learning Perspectives, Work and Learning, Fostering Learning in Professional Practice, Local/Global Learning, Understanding Research, Local Options A

Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 48
Assignments & tasks: 10
Tests and Examinations: 15
Selfstudy: 27
Total Learning Time: 100
Method of Student Assessment: Research Paper

Module Name: **Work and Learning**
Home Department: Faculty of Education: CACE
Generic module name: Work and Learning (AL)
Alpha-numeric code: ACG821
Module numeric code: 481113
Credit value: 30
Duration: 12 Weeks
Module Type: Programme
Level: 9
Main Outcomes: Students will be able to develop:
- A critical understanding of the issues underpinning the changing imperative on work and learning
- An understanding of the interplay between national traditions and conditions and the global forces on work and learning
- An understanding of visible the effects of work organization and power relationships on learning
- A familiarity with dominant practices of workplace learning
- An understanding of the possibility for the development of alternative worker-centred practices.

Main Content: **Block 1: The changing nature of work**
Departing from a critical analysis of the local labour market we will make visible the shifts in paid and unpaid work, the changing structure of the labour market, and their effects on different groups in society. We will give the students an overview of how the discourse on work and learning is changing.
We will look at how this is portrayed in different national policy debates. We will further examine the debate on employability skills and explore the link between work organization, labour processes, skills formation and introduce the consequences of economic democracy as an alternative way of approaching the skills debate.

Block 2:  
Education and training nature of work
We will examine the learning organization to see what practices can be learned from theory and vice versa. Building on the previous course on learning, the impact of work processes and work organization on workplace learning will be discussed. We will also address why and why not employers train and review different forms of workplace learning.

Pre-requisites: Modules: Locating oneself in Global Learning, Adult Learning Perspectives
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
  Contact with lecturer/tutor: 48
  Assignments & tasks: 10
  Tests and Examinations: 15
  Selfstudy: 27
Total Learning Time: 100
Method of Student Assessment: Two Assignments – 90%
  Participation – 10%

Module Name: Local Options A
Home Department: Faculty of Education: CACE
Generic module name: Capita Selecta (AL) 814
Alpha-numeric code: ACG814
Module numeric code: 481116
Credit value: 30
Duration: 12 Weeks
Module Type: Programme
Level: 9
Main Outcomes: By the end of the module, student will have:
  • Designed, conducted and presented a research project with in the area of adult learning and global change
  • Developed an understanding of the theoretical and practical considerations required in the different phases of doing such a research project
  • Deepened their insight of different possible research approaches to their research projects and what the implications of these might be
  • Submitted their research project in accordance with the technical requirements for presenting an academic text of this scale
  • Responded to questions from students and supervisors concerning all of the above aspects of their research project.

Main Content:
  • Writing a Research proposal
  • Doing a Literature Review

Pre-requisites: Modules: Locating Oneself in Global Learning, Adult Learning Perspectives, Work and Learning, Fostering Learning in Professional Practice, Local/Global Learning and Understanding Research

Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
  Contact with lecturer/tutor: 48
  Assignments & tasks: 10
  Tests and Examinations: 15
  Selfstudy: 27
Total Learning Time: 100
**Module Name:** Understanding Research  
**Home Department:** Faculty of Education: CACE  
**Generic module name:** Understanding Research (AL) 822  
**Alpha-numeric code:** ACG822  
**Module numeric code:** 481114  
**Credit value:** 30  
**Duration:** 12 Weeks  
**Module Type:** Programme  
**Level:** 9  
**Main Outcomes:** Students will be able to:  
- Understand the logic of main approaches in research with relevance to the study of adult learning  
- Be critical readers of research  
- Read research texts in a sophisticated and critical way  
- Develop a research literacy, i.e. the skills required to interrogate research texts critically and ability to evaluate them accordingly to their kind  
- Develop skills which will be preparatory for further studies and independent project work.  

**Main Content:**  
**Research Perspectives:**  
The first part of the course will focus on the characteristics and the logic of different approaches in contemporary research. Focus is here on texts about research. However, students are encouraged to read articles that later will be analysed as concrete references to the interpretation of the texts on research.  
**Critically Analyzing Research Texts:**  
Examples of research, i.e. articles that represent as well as different aspects of adult learning as different research perspectives, are critically analysed and interrogated in texts which the students produce. A number of general questions will guide the student. Each text should be sent to a fellow student and they should compare and debate differences and what could be the best ways of answering the questions.  
**Paper on how to Investigate a Problem:**  
Each student should write a paper (3500 – 5000 words), where they should identify a particular topic from their own context of practice that offers possibilities for enquiry. The paper should discuss which of the range of research approaches might be taken in exploring the chosen problem. In the paper there should be presented a discussion about the consequences of the choice of approach in terms of how to conceive of the topic and the framing of the research choices.  

**Pre-requisites:** Modules: Locating oneself in Global learning, Adult Learning Perspectives, Work and Learning, Fostering Learning in professional Practice, Local/Global Learning.  
**Co-requisites:** Nil  
**Prohibited Combinations:** Nil  

**Breakdown of Learning Time:**  
**Contact with lecturer/tutor:** 48  
**Assignments & tasks:** 10  
**Tests and Examinations:** 15  
**Self-study:** 27  
**Total Learning Time:** 100  

**Method of Student Assessment:** Two Assignments – 90%  
Participation – 10%
<table>
<thead>
<tr>
<th>Duration:</th>
<th>12 Weeks</th>
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<tbody>
<tr>
<td>Module Type:</td>
<td>Programme</td>
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<tr>
<td>Level:</td>
<td>9</td>
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<tr>
<td>Main Outcomes:</td>
<td>A student will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Understand the challenge of globalization and the various ways in which it manifests in peoples’ lives and is exemplified locally. (It focuses on the different ways global change impinges on students through an exploration of their experience).</td>
</tr>
<tr>
<td></td>
<td>• Orientate to intercontinental study through an introduction to the learning devices and technologies which they will use and through preparing their own profiles which will aid them in finding and interacting with students in other countries</td>
</tr>
<tr>
<td></td>
<td>• Understand the notion of a capability framework which will frame their study throughout the programme. They will negotiate their learning goals and outcomes for the programme with their local mentor/tutor, monitor their progress in achieving them throughout the programme and renegotiate them as appropriate</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their experience throughout the programme and integrating their diverse experiences and achievements</td>
</tr>
<tr>
<td></td>
<td>• Develop study skills to cope with the demands of study in academic cultures and contexts with which they may not be familiar. (This will include discussion of academic standards).</td>
</tr>
<tr>
<td>Main Content:</td>
<td>The course comprises three clusters of activities. One is completed at the start of the enrolment, the second during the programme, the final at the end:</td>
</tr>
<tr>
<td></td>
<td>• The first of these is the development of a personal learning profile in which students review the prior learning in which they have engaged which is in some way connected to the goals of the course and their aspiration for the learning. From this activity students will draw three products:</td>
</tr>
<tr>
<td></td>
<td>- A profile which they will use to introduce themselves and their learning goals when interacting with staff and other students in other course</td>
</tr>
<tr>
<td></td>
<td>- A self-assessment of themselves at the start with respect to the capability framework</td>
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<tr>
<td></td>
<td>- A learning plan which will guide their choice of activities in the rest of the programme (while students will not have any choice of course in which they are enrolled, they will be able to influence the task in which they are engaged in those course)</td>
</tr>
<tr>
<td></td>
<td>• The second is a continuing portfolio or record of learning and their reflections on their experience. Students will be encouraged to keep an on-going learning journal across courses. This will not be formally assessed, but will provide the raw material for the final assessed activity. Students will also be encouraged to form a self-chosen learning partnership, if possible, with a student in another country. Students would be expected to correspond by email and share their experiences of the course. This would supplement any short-term partnerships within a particular course</td>
</tr>
<tr>
<td></td>
<td>• The third of these is development of a capstone statement demonstrating how the student has met the capabilities of the programme. One element of this will be prepared in the form of a brief descriptive summary of a profile of achievements that can be used to show to employers or educational institutions. This will be detailed evidence to support the summary and which will enable the summary to be endorsed.</td>
</tr>
<tr>
<td>Pre-requisites:</td>
<td>Nil</td>
</tr>
<tr>
<td>Co-requisites:</td>
<td>Nil</td>
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<tr>
<td>Prohibited Combinations:</td>
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</table>
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 48
Assignments & tasks: 10
Tests and Examinations: 15
Selfstudy: 27
Total Learning Time: 100
Method of Student Assessment: Two Assignments – 90%
Participation – 10%

Module Name: Fostering Learning in Professional Practice
Home Department: Faculty of Education: CACE
Generic module name: Professional Practice (AL) 813
Alpha-numeric code: ACG813
Module numeric code: 481115
Credit value: 30
Duration: 12 Weeks
Module Type: Programme
Level: 9
Main Outcomes: Students will be able to:

- Analyse practice in a global context
- Understand and foster the learning dimension of their work
- Be aware of and to self-consciously develop their capacity to analyse, act on and learn in their practice
- Understand literature which will illuminate and support their practice
- Understand an action research method which will help them to understand and foster learning in their work.

Main Content:

- The characteristics of practice; practitioner roles and identities; practice in the context of global social and organizational change; the learning and education of practitioners
- Practice/theory relationships; analytical frameworks; level of analysis; epistemological paradigms; critical educational analysis; varieties of critical theory and their application to the analysis of practice; relationships between analysis; strategy and skills
- Identifying and fostering learning in practice situations; the learning dimension of practice; sites of learning; teaching functions and teacher effectiveness; shifting the focus from teaching to learning; the social dynamics of teaching and learning; constructing environments for learning; facilitating group process; facilitating discussion, intervention and invasion, solidarity and service
- Enabling skills in practice; organizational change and learning; the practitioner as action researcher and consultant; phases of consulting; analytical, interpersonal, educational and political skills in consulting
- Action research; action and research and learning in practice; assumptions and principles; problem setting; data collecting; data analysis; validity issues; purpose, form and style in writing; strategy development; evaluation

Pre-requisites: Modules: Locating Oneself in Global Learning, Adult Learning Perspectives, Work and Learning

Co-requisites: Nil
Prohibited Combinations: Nil

Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 48
Assignments & tasks: 10
Tests and Examinations: 15
Selfstudy: 27
Total Learning Time: 100
Method of Student Assessment: Two Assignments – 0%
Participation – 10%
Module Name: Adult Learning Contexts and Perspectives
Home Department: Faculty of Education: CACE
Generic module name: Contexts and Perspectives (AL) 812
Alpha-numeric code: ACG812
Module numeric code: 481112
Credit value: 30
Duration: 12 Weeks
Module Type: Programme
Level: 9
Main Outcomes: A student will be able to:
- Analyse situations of significance to them in their everyday practice in terms of a learning perspective
- Choose and/or assess the relevance of various forms and methods for education and teaching with regard to their pertinence for adult learning.
Main Content: The module will comprise contemporary theoretical perspectives on the essences of and mutual relationships between basic concepts in the field such as knowledge, learning and experience. The significance of various contexts and contents of learning for approaches to and outcomes of learning is emphasized.
Pre-requisites: Module: Locating Oneself in Global Learning
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time:
- Contact with lecturer/tutor: 48 Hours
- Assignments & tasks: 10
- Tests and Examinations: 15
- Selfstudy: 27
Total Learning Time: 100
Method of Student Assessment: Two Assignments – 90%
Participation – 10%

Module Name: Language Teaching and Learning A
Home Department: Faculty of Education
Generic module name: Language Teaching and Learning A
Alpha-numeric code: MED806
Module numeric code: 492968
Credit value: 15
Duration: T
Module Type: Programme
Level: 9
Main Outcomes: By the end of this module, students will be able to:
- Demonstrate understanding of various historical contemporary approaches to the teaching and learning of oral language and reading and writing
- Engage critically with current language teaching and learning debates and models, with particular reference to South Africa
- Implement insights gained with respect to language teaching and learning in their own educational contexts.
Main Content: The overall purpose is to introduce and sensitise students to the challenges and joys of language teaching in South Africa today. Insight, engagement and critique will be nourished through a process of guided reading and seminar participation.
- Overview of language teaching/learning approaches
- Language portfolios
- Oral language use
- Reading and writing
- Language teacher training models for South Africa
- Use of electronic media in language teaching
Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 24
Assignments & tasks: 26
Tests and Examinations: 20
Selfstudy: 80
Total Learning Time: 150
Method of Student Assessment: Essay – 20%
Tests – 20%
Classroom Presentations – 20%
Take home Exam – 40%

Module Name: Language Teaching and Learning B
Home Department: Faculty of Education
Generic module name: Language Teaching and Learning B
Alpha-numeric code: MED807
Module numeric code: 492978
Credit value: 15
Duration: T
Module Type: Programme
Level: 9
Main Outcomes: By the end of this module, students will be able to:
- Critically appraise international and South African economic, social and educational contexts for language curriculum development
- Engage with major curriculum paradigms and different approaches to language curriculum development, particularly those associated with critical pedagogies
- Evaluate language curricula and learning materials from a variety of standpoints
- Understand and engage critically with rationales and principles of language assessment, including issues of validity and reliability.

Main Content: Language curriculum development, design and critique
- Critical appraisal of recent debates and developments nationally and internationally
- Understanding of curriculum paradigms and related design issues
- Case study and examination of local proposals, with specific reference to the teaching of writing

Assessment
- Contemporary models of language testing
- Communicative and integrated testing
- Principles of test construction and analysis

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 24
Assignments & tasks: 26
Tests and Examinations: 20
Selfstudy: 80
Total Learning Time: 150
Method of Student Assessment: Presentation – 10%
Assignments – 50%
Examination – 40%

Module Name: Research in Language Education
Home Department: Faculty of Education
<table>
<thead>
<tr>
<th>Generic module name:</th>
<th>Research in Language Education</th>
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</thead>
<tbody>
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<td>Module Type:</td>
<td>Programme</td>
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<tr>
<td>Level:</td>
<td>9</td>
</tr>
<tr>
<td>Main Outcomes:</td>
<td>By the end of this module, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>- Understand the basics of conducting research</td>
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<td>- Develop clear research aims, objectives and research questions</td>
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<td></td>
<td>- Conduct a basic literature search in a specific area of focus</td>
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<td></td>
<td>- Develop and pursue a research methodology that is appropriate to the research aims</td>
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<td></td>
<td>- Develop a research proposal</td>
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<td></td>
<td>- Critique research in applied linguistics.</td>
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<td>Main Content:</td>
<td>Students will be introduced to research methods and traditions in applied linguistics. They will also be introduced to basic knowledge and skills relating to research methodology. They will be exposed to the following research approaches:</td>
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<tr>
<td></td>
<td>- Ethnographic research</td>
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<td></td>
<td>- Case studies</td>
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<td></td>
<td>- Classroom observation</td>
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<td>Actual research studies will form the core readings in this module.</td>
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<tr>
<td>Pre-requisites:</td>
<td>Nil</td>
</tr>
<tr>
<td>Co-requisites:</td>
<td>Nil</td>
</tr>
<tr>
<td>Prohibited Combinations:</td>
<td>Nil</td>
</tr>
<tr>
<td>Breakdown of Learning Time:</td>
<td>Hours</td>
</tr>
<tr>
<td>Contact with lecturer/tutor:</td>
<td>24</td>
</tr>
<tr>
<td>Assignments &amp; tasks:</td>
<td>26</td>
</tr>
<tr>
<td>Tests and Examinations:</td>
<td>20</td>
</tr>
<tr>
<td>Selfstudy:</td>
<td>80</td>
</tr>
<tr>
<td>Total Learning Time:</td>
<td>150</td>
</tr>
<tr>
<td>Method of Student Assessment:</td>
<td>Weekly Reading Tasks – 20% (of final mark)</td>
</tr>
<tr>
<td></td>
<td>One Major Assignment – 40% (of final mark)</td>
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<tr>
<td></td>
<td>Take home Examination – 40% (of final mark)</td>
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</tbody>
</table>

**Module Name:** Language in Education Planning (LiEP)  
**Home Department:** Faculty of Education  
**Generic module name:** Language in Education Planning  
**Alpha-numeric code:** MED820  
**Module numeric code:** 492828  
**Credit value:** 15  
**Duration:** T  
**Module Type:** Programme  
**Level:** 9  
**Main Outcomes:** By the end of this module, students will be able to:  
- Understand key concepts in language in education planning, mother tongue education and bilingual education  
- Demonstrate an awareness and understanding of the current LiEP in South Africa and the debates surrounding it  
- Critique models of language planning in South Africa and elsewhere  
- Develop language planning models for South African educational institutions.  
**Main Content:**  
- Language planning and language policy  
- Models of language planning  
- Language in education policies: A comparative perspective  
- Mother tongue education  
- Bilingual education models
Module Name: Theory and Practice of Educational Change B
Home Department: Faculty of Education
Generic module name: Theory and Practice of Educational Change B
Alpha-numeric code: MED814
Module numeric code: 410878
Credit value: 15
Duration: S
Module Type: Programme
Level: 9
Main Outcomes: By the end of the module, students will be able to:
- Understand key theories of change at a personal, institutional and contextual level
- Raise an awareness at a personal level of individual orientations towards change and the theoretical frameworks and value systems which inform this
- Understand key theories and practices relating to school development and educational change
- Explore various strategies and approaches for supporting and enabling change in schools
- Develop the basic ability to analyse and enable change processes at schools.

Main Content: Key theories of change at a personal, institutional and contextual level; individual orientations towards change and the theoretical frameworks and value systems which inform this; key theories and practices relating to school development and educational change; various strategies and approaches for supporting and enabling change in schools.

Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 24
Assignments & tasks: 26
Tests and Examinations: 20
Selfstudy: 80
Total Learning Time: 150
Method of Student Assessment: One major Assignment – 30%
Seminar Presentations – 30%
Take home Examination – 40%

Module Name: Comparative Perspectives on Educational Governance, School Management and Administration
Home Department: Faculty of Education
Generic module name: Comparative perspectives on Educational Governance, School Management and Administration

Assessment has two components:
An individual presentation of peer assessment counting for 20% of the course mark
A long assignment of approximately 10 – 15 pages counting for 80% of the mark
**Module Name:** Leadership in Education

**Home Department:** Faculty of Education

**Generic module name:** Leadership in Education

**Alpha-numeric code:** MED833

**Module numeric code:** 490838

**Credit value:** 15

**Duration:** S

**Module Type:** Programme

**Level:** 9

**Main Outcomes:** Students will be able to:
- Understand transformational leadership in education, by combining theory, practice and philosophy
- Understand and apply the concepts of transformation and empowerment within an educational environment
- Engage with various leadership issues

**Main Content:** Building a shared vision and mission, the school as a learning organization, quality management and leadership in education, building leadership capacity in schools, participative management and leadership, developing systems that enhance school management and leadership.
Module Name: Policy Development and Policy Analysis
Home Department: Faculty of Education
Generic module name: Policy Development and Policy Analysis 832
Alpha-numeric code: MED832
Module numeric code: 490858
Credit value: 15
Duration: S
Module Type: Programme
Level: 9
Main Outcomes: By the end of the module, students will be able to:

- Provide an overview and contextualization of the South African political economy and education reform situation
- Give an in-depth introduction and overview of education policy theories, models, paradigms and definitions
- Develop a critical assessment of the macro education policy making context in South Africa in comparative and African context
- Introduce and discuss a number of conceptual models (rational, interactive, recursive, spatial-performative) to analyse policy making and development
- Provide an in-depth discussion of the political and power dimensions of policy making with a specific focus on the school curriculum policy process between 1990 and 2006
- Provide an in-depth introduction of the study of policy implementation and its conceptual foundations
- Consider critically the complex ways in which aspects of education policy have been implemented in schools.

Main Content: The South African political economy and education reform situation; education policy theories, models, paradigms and definitions; macro education policy making context in South Africa in comparative and African context; two broad conceptual models (rational vs interactive) to analyse policy making and development; the political and power dimensions of policy making with a specific focus on the school curriculum policy process between 1990 and 2002; policy implementation and its conceptual foundations; the implementation of education policy in schools.
Home Department: Faculty of Education
Generic module name: Research Proposal Development
Alpha-numeric code: MED805
Module numeric code: 490868
Credit value: 15
Duration: S
Module Type: Programme
Level: 9
Main Outcomes: A student will be able to:
 Understand what a research proposal is, the purposes it serves and the academic criteria on which it is judged
 Understand the technical and academic requirements of a research proposal that must meet
 Decide on a research topic that is interesting, realistic, realizable and relevant
 Be aware of the various parts that constitutes a research proposal
 Pursue the process of writing a research proposal.
Main Content: The development of a proposal; abstract, title, key words, aims, the literature survey, research hypothesis, the delimitation of the study, the research methodology and design, the ethics statement, chapter outline, timeframe and preliminary bibliography.
Pre-requisites: Nil
Co-requisites: Nil
Prohibited Combinations: Nil
Breakdown of Learning Time: Hours
Contact with lecturer/tutor: 24
Assignments & tasks: 75
Selfstudy: 51
Total Learning Time: 150
Method of Student Assessment: The Research Proposal which will form the basis of the mini-thesis will be assessed – 100%

DOCTOR OF PHILOSOPHY (PhD)

For information on the PhD consult the Faculty Officer.